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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 4881 - Scott Lake Elementary School

*FeederPattern:* Miami Norland Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Dr. Alice Collins

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Scott Lake Elementary School*

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Scott Lake Elementary seeks to discover an Albert, Martin, Maria, Piaget, Ghandi, Eleanor or an Abe in all its students! The school is comprised of a Title I Pre-kindergarten through fifth grade program; the Bertha Abess Children's Center for Severely Emotionally Disturbed students; and a Montessori Magnet Program which was established as a conveyance of racial integration. Because Scott Lake Elementary is a Montessori Magnet School and a Bertha Abess Children Center (B.A.C.C.) for exceptional student education, it receives additional funds to operate these two specialized programs. According to the National Education Service (1999), to improve a school's culture it is necessary to deal with issues and market the mission, vision, goals, best practices, and analytical data which focused on results. Scott Lake Elementary is composed of a wide variety of programs with the central focus placed on providing excellence in the learning environment. The school's curriculum is concentrated on reading comprehension and higher order thinking skills. A full time reading coach provides support to teachers as peer coach and by modeling reading lessons. At the core of the curriculum, is detailed attention to requirements of the Florida Sunshine State Standards, which is in direct alignment with the objectives of the Competency Based-Curriculum. These standards are also carefully infused throughout three additional school-based supplementary reading programs: Classwork Gold, Lightspan Achieve Now, Leap Frog and Accelerated Reading which are also in alignment with the goals and objectives of the Florida Sunshine State Standards curriculum. The school also offers an in-school reading tutorial program three days a week. Scott Lake Elementary, with the aid of Title I and the resources previously acquired through the Comprehensive School Reform funding, is able to provide a wholesome curriculum and instructional delivery format which is designed to meet the individual requirements of its diverse student population in grades pre-kindergarten through five. The resources, didactics and programs which enable Scott Lake Elementary to offer a lucrative educational springboard to its students are as follows: Montessori Magnet, Bertha Abess Children's Center for the Severely Emotionally Disturbed, Lightspan Achieve Now, Classworks Gold, Accelerated Reading Program, Focus Language Arts Program, Technology programs, Academic Excellence on each kindergarten through fifth grade level, Computer Laboratory, and a fully-equipped Mathematics and Science Laboratory. In addition to these in-house initiatives, we embrace and participate in all District in-services and initiatives, which focus on FCAT reading, writing, science, mathematics and technology. Scott Lake Elementary offers several student services that have a strong impact on student achievement. The Band, Chorus, Cheerleaders and Future Educators of America were instituted in an effort to focus on reading enhancement, self-esteem and to help diminish aggressive behavior. District initiatives that also address these needs are as follows: Hispanic, Indian, African, Asian, Haitian and Women's History.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 75 percent of students scoring at level 3 or higher on the 2006 FCAT Reading Test as compared to 72 percent scoring 3 or higher on the 2005 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 64 percent of students scoring at 3 or higher on the 2006 FCAT Mathematics Test as compared to 61 percent scoring 3 or above on the 2005 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 82 percent of the students scoring at or above 4.0 FCAT Writing Test as compared to 81 percent scoring 4.0 or above on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidence by an increase in the mean scale score to 286 on the 2006 FCAT Science test as compared to 283 mean scale score on the 2005 FCAT Science Test.

Given the need to continue a strong link with the home to support the efforts of improving the academic achievement of students, strides will be taken to improve active parental involvement as evidence by 2,000 parents participating in school-wide activities during the 2005-2006 school year as documented by sign-in sheets and logs of attendance as compared to 1,744 parents participating during the 2004-2005 school year.

Given additional attention to the Student Code of Conduct, suspensions will be reduced to 12 suspensions during the 2005-2006 school year as comared to the 16 suspensions during the 2004-2005 school year.

Given instruction using the Sunshine State Standards, 52% of the students in grades Kindergarten - Five will increase their utilization of the Classworks Gold Reading and Math Program during the 2005- 2006 school year as compared to 41% of students using the program during the 2004-2005 school year.

Given instruction using the Sunshine State Standards, the 2005-2006 Physical Fitness Test Summary will indicate that 78 students will receive awards as compared to 60 students as documented on the 2004- 2005 Physical Fitness Test Summary.

Given additional opportunities students will increase their participation in cultural activities during the 2005-2006 school year as evidenced by 150 students participating as compared to the 2004-2005 school year with 100 students participating in the school wide cultural activities. Student participation will increase by 50 percent.

Scott Lake Elementary School will improve its ranking on the State Florida ROI index publication from the 14th percentile in 2003 to the 17th percentile on the next publication on the index.

Scott Lake Elementary has distinguished itself as a valuable asset to the immediate surrounding community. It is a school, which fosters a nurturing and caring environment while embarking on a quest for excellence through its instructional delivery and many higher order thinking academic programs. Because of the high standards at Scott

Lake Elementary School,we continuously analyze areas of concern as it relates to our students,faculty and staff parents, and the community in order to ensure maximum achievement from all of our students. After reviewing the Organizational Performance Improvement Snapshot Survey, there are two areas that we would like to improve upon. The first area that will be addressed this year is in the Business results section. The survey indicates that forty- five staff members do not know how well their organization is doing financially. This area will be focused on because it is important for an organization's members to be aware of its financial standings.This area will be addressed on a monthly basis to all grade level chairpersons and Lead Teachers during monthly meetings. This will allow everyone the opportunity to stay abreast of the latest information as it relates to the school's budget. In addition, it will provide an open forum for key personnel to provide feedback and suggestions on budget issues. The second area that will be addressed is in the Customer and Market Focus. This is a critical area because it deals with our customers and their satisfaction with our service. The survey indicates that 27 staff members feel that they do not ask their customers if they are satisfied or dissatisfied with their work.This is an important area to address because staff members need to receive feedback from their customers in order to improve weak areas and to continue to grow in the strong areas. This area will be addressed through teacher/parent conferences and through School Support Team Meetings. Additional trainings will be provided to staff members through Faculty meetings as well as grade level meetings.

# 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.

## Scott Lake Elementary School

### VISION

Through the implementation of higher order thinking skills, Scott Lake Elementary offers a curricula that is rich in both creative theory and practice, and diverse in instructional delivery techniques. We strive to protect and nurture the teaching and learning environment in an effort to insure that all stakeholders are achieving maximum productivity. Through our collaborative efforts, it is our expectation that each student will be launched on a life-long journey of successfully meeting the demands of a technology driven future.

### MISSION

The mission of Scott Lake Elementary School is to create a Positive Environment and Attitude to build Confident, Helpful, Excited, and Smart Students to foster maximum achievement (PEACHES).

### CORE VALUES

At Scott Lake Elementary School we build on developing the well-being of the total child. We encourage a productive and effective learning environment by promoting character education. (Honesty, Integrity, Citizenship, Responsibility, Respect, Cooperation, Fairness, Kindness, Pursuit of Excellence,)

## *School Demographics*

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Scott Lake Elementary is staffed by two administrators, 20 full time traditional teachers, nine Montessori teachers, 11 Special Education teachers, one Counselor, one Reading Coach, one Media Specialist, one Community Involvement Specialist, 12 Montessori paraprofessionals, three part time paraprofessional, one Microsystems Technician, one full time media clerk, six custodians, five clerical personnel and eight members of the cafeteria staff. Of the teaching staff, 44% have a masters degree. The average number of years teaching is 10 years. 13 teachers are new to the school and one hourly teacher has been hired to provide in-house tutoring. The demographics of the immediate surrounding neighborhood has experienced a dramatic change over the past thirteen years. The economic status of its inhabitants indicate that most residents are retired and live on fixed incomes. Consequently, a great percentage of students are living with grandparents or other relatives. Also impacting the school is the fact that many of Miami-Dade County's influential families have relocated to other counties and states. This factor has significantly influenced the quality and quantity of students applying for the Motessori Magnet program. Recruitment and marketing techniques have been revisited and fine-tuned to aggressively seek and enroll top notch students in the magnet program. The ethnic make-up of the staff is characterized by 51% Black, 24% White, 23% Hispanic, and 2% Asian/Indian/Multiracial. The school has an enrollment of approximately 699 students in Pre-Kindergarten through fifth grade, and is represented by 73% Black, 7% Hispanic, 18% Asian/Indian/Multiracial, and 2% White. Scott Lake Elementary is a Title I funded school because at least 78% of all students qualified for either free or reduced lunch. The school is funded by state and local means, which is based on full-time student enrollment. The vast majority of the students at Scott Lake Elementary are motivated to learn, demonstrate good attendance, and have parents who are concerned about their progress or lack of progress. There exists a need to provide inservices which focus on teaching critical thinking skills across the curriculum. Scott Lake Elementary School needs to address the over-all effective delivery of instruction as it relates to utiizing higher order thinking skills.

# *School Foundation*

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## ***Leadership:***

The Leadership Team at Scott Lake Elementary School believes in creating and maintaining a strong communication system with the staff, faculty, parents and community. This allows for all the stakeholders to be aware and involved in the total aspect of the school. It is critical to include all stakeholders in the decision making that affect the student body. (1d. My organization's supervisor shares information about the organization.=4.5) This is accomplished by holding faculty meetings, Educational Excellence School Advisory Council Meetings(EESAC), Parent Teacher Association(PTA) and Student meetings, monthly newsletters to parents, parent/teacher conferences and grade level/departamental meetings. The mission and vision of the school is communicated throughout each and everyday. The vision and mission is evident in each classroom, hallway and office in the building. ( 1a.I know my organization's mission.= 4.6) We believe in delivering a rich curricula, that is both skill based and diverse in instructional strategies. According to the Organizational Performance Improvement Snapshot Survey, the Leadership category was the highest.

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

The goals and objectives of this school are to increase academic achievement in all grades. In addition to increasing academic achievement, the students will also take part in activities and programs that nurture the social, emotional and physical development of the child. The Leadership Team meets and follows our continuous improvement model:Assess, Analyze, Implement and Monitor (AAIM) Model and develops yearly goals and objectives after analyzing test scores and the school's Executive Summary report.(2c. I know how to tell if we are making progress on my work group's part of the plan.=4.1)Opportunities to review and revise the objectives are executed through team meetings.(4f. I get the information I need to know about how my organization is doing.=4.0) . Results from the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that an average score of 4.0 on a 5.0 scale was received.

## ***Stakeholder Engagement:***

Scott Lake Elementary takes pride in maintaining a high level of satisfaction from its customers. According to the Organizational Performance Improvement Snapshot Survey, the results indicate that the staff and faculty are well aware of who their most important customers=4.5 on a 5.0 scale. This results in customer satisfaction at Scott Lake Elementary. A school climate survey for students, parents and staff will be given to provide feedback on how we can improve customer satisfaction. (3d.I ask my customers if they are satisfied or dissatisfied with my work.=3.8)

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

Currently at Scott Lake Elementary School, we are continuing to implement the team approach through common planning time for all grade level teachers. (5b.The people I work with cooperate and work as a team.=4.4) Teachers and staff meet on a regular basis and use the Continuous Improvement Model (CIM), Assess, Analyze, Implement and Monitor (AAIM) to address areas that need improvement. Teachers and staff meet on a regular basis to discuss student achievement. As a result of our collaborative efforts, student achievement at Scott Lake Elementary has consistently demonstrated growth. Teachers and staff are encouraged to evaluate their performance and make the

necessary changes in order to improve student achievement.(5a I can make changes that will improve my work.=4.3)

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

Scott Lake Elementary is a data driven school. Our instructional delivery is based on the strengths and weaknesses of our students. A careful review of the disaggregated data is analyzed by the Instructional Leadership Team and then presented to the faculty and staff for feedback.(4e.I get all the important information I need to do my work=4.0) The Edusoft system is utilized to assist teachers in the ongoing process of monitoring student progress. Edusoft provides teachers with immediate feedback on their students' progress on specific skills/benchmarks.( I collect information This category was ranked as the second highest on the Organizational Performance Improvement Snapshot with a 4.2 average on a 5.0 scale.

### ***Education Design:***

The research-based model we use is the Continuous Improvement Model(CIM). At Scott Lake, this model is dubbed AAIM -- Assess, Analyze, Implement and Monitor. We begin by assessing students to determine their strengths and areas in which they need improvement.(2b. I know the parts of my organization's plans that will affect me and my work.=4.0) The assessment data is analyzed to determine who is in need of immediate intensive intervention and what instructional strategies should be employed. This process will be facilitated by the utilization of the Edusoft. This software allows the teachers to receive immediate feedback of their students' progress.(4.e I get all the important information I need to do my work.=4.0) When this is accomplished, we implement the necessary instructional content. The implementation component can include but is not limited to: small group instruction during and after school, flexible grouping, computer assisted instruction, and whole class instruction. Monitoring of the implementation is conducted by the reading coach and administrators on a weekly basis. The AAIM process is an ongoing effort to improve student achievement. Results from the Organizational Performance Improvement Snapshot indicate that the staff and faculty rated this category with an average score of 4.2 on a 5.0 scale.

### ***Performance Results:***

Scott Lake Elementary believes in providing students with as many opportunities as possible in order for each student to reach their maximum potential.(7g. My organization has high standards and ethics.=4.5) We practice using alternate methods to discipline students oppose to suspension. As a result of having a strong vision and mission that is clear to all stakeholders, there has been a decrease in suspensions.1. I know my organizations's mission=4.6)



## 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 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:**

Students will demonstrate increased performance in reading.

### ***Needs Assessment***

The data attained from the School Performance Accountability Report indicates that on the 2005 FCAT Reading Test 71 percent of the students tested made learning gains and 72 percent achieved high standards in reading. The scores reflected a ten percent increase in students achieving learning gains and an eleven percent increase in students achieving high standards. At the current level of performance, the school is faced with the challenge of increasing the percent of students achieving high standards to 75 percent and increasing the percent of students making learning gains to 74 percent in order to continue to exceed the state's required level of performance. Culling the data across the grade levels shows evidence that grade three in comparison to the grades four and five, will need to increase student skills in the words/phrases cluster. An analysis of grade four reading achievement dictates that increased instruction in the content cluster reference/research is necessary. As for grade five, there is a need for additional instruction in the area of main idea. This year's concerted instructional effort in these areas should result in an increase in student achievement.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 75 percent of students scoring at level 3 or higher on the 2006 FCAT Reading Test as compared to 72 percent scoring 3 or higher on the 2005 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct on-going Instructional Improvement Team (ITT) meetings with administrative and leadership teams to ensure and direct effective application of strategies.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/29/2005	5/24/2006
Utilize WSPI to disaggregate and analyze data from the 2005 FCAT Reading Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Reading Coach	8/18/2005	8/19/2005
Utilize task cards, graphic organizers, visual and audio-visual aids to assist in developing reading comprehension skills.	Classroom Teachers	8/8/2005	5/24/2006
Utilize Accelerated Reader/STAR and FCAT Explorer computer-assisted resources to reinforce and enhance reading skills.	Media Specialist Classroom Teachers	8/15/2005	5/24/2006
Using EduSoft data to implement the AAIM/CIM school wide improvement model.	Reading Coach Teacher	8/22/2005	5/24/2006
Provide an uninterrupted daily 120-minute block of reading instruction for students in kindergarten through fifth grade.	Assistant Principal Classroom Teachers	08/08/2005	5/24/2006

## Research-Based Programs

Houghton-Mifflin Reading Series

LightSpan Achieve Now

Classworks Gold

## **Professional Development**

The school will implement Florida's Formulas: 5+3+ii+iii=NCLB, (the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension). Additionally, inservices will include training on the resources required for the implementation of the School Improvement Plan: Innovative Teaching Strategies, Best Practices, Guided Reading, and FCAT Explorer. Other inservices will be scheduled based on teacher surveys, data driven analysis and/or District/Regional Center initiatives. Delivery of the inservices for teachers and administration will include training, modeling lessons and mentoring of teachers by the reading coach and grade level chairpersons.

## **Evaluation**

Weekly and quarterly assessments will monitor student progress and redirect learning activities as needed. Monthly and quarterly assessments will be directed by the reading coach and administrators. Compiled data will be shared with classroom teachers. Achievement of the objective will be considered when students demonstrate increased reading comprehension, as evidenced by 75 percent of the students exceeding the state required mastery level, as documented by the scores on the 2006 administration of the FCAT Reading Test. Additional assessment instruments include Houghton-Mifflin Reading Tests, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Interim Reading Assessments.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

Students will demonstrate increased performance in mathematics.

### ***Needs Assessment***

The 2005 FCAT Mathematics data attained from the School Performance Accountability Results indicate that 73 percent of the students tested made learning gains and 61 percent achieved high standards in mathematics. The scores reflected a five point increase in students achieving learning gains and a nine percent increase for students achieving high standards when compared with the 2004 test scores. The required level of performance for students achieving high standards was met. The 2006 school performance in mathematics will need to show 64 percent of students achieving high standards and 76 percent making learning gains. Currently 39 percent of the student population in grades three through five is scoring below the criteria mandated by the state. A comparative analysis of the students in grades three through five reflect the following areas of need: Grade five demonstrated the greatest need for improvement in number sense and data analysis. Grade four demonstrated the greatest need for improvement in measurement. Grade three demonstrated the greatest need for improvement in number sense. The data indicated the lowest area of student performance in grades three and five was the number sense strand while grade four demonstrated weaknesses in measurement. An emphasis will be placed on these strands in order to significantly increase student achievement.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 64 percent of students scoring at 3 or higher on the 2006 FCAT Mathematics Test as compared to 61 percent scoring 3 or above on the 2005 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Classroom Teachers	8/8/2005	5/24/2006
Analyze results of the mathematics testing program to monitor student progress and to provide data driven instruction.	Assistant Principal Grade Level Chairpersons	8/22/2005	5/24/2006
Provide an uninterrupted daily 60-minute block in mathematics for grades kindergarten through fifth grade.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematic skills.	Classroom Teachers	09/01/2005	05/24/2006
Provide daily small group tutoring for targeted students.	Paraprofessionals	10/10/2005	5/24/2006

## Research-Based Programs

Harcourt Mathematics Series

## Professional Development

Professional development training will include inservices on the resources required for the implementation of the School Improvement Plan such as Innovative Teaching Strategies, Riverdeep, and using manipulatives. Other inservices will be scheduled based on teacher surveys and data driven analysis. Delivery of inservices will include model lessons and mentoring of teachers by the grade level chairpersons.

## **Evaluation**

Weekly, and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and quarterly assessments will be directed and monitored by the Grade Level Chairpersons and administrators. Additional assessment instruments include Math Interim Assessments and Harcourt Mathematics Series Tests. Compiled data will be shared with the classroom teachers. Achievement of the objective will be considered accomplished if students demonstrate increased proficiency in mathematics, as evidenced by 64 percent or more of the students achieving high standards on the 2006 administration of the FCAT Mathematics Test.



### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Students will be able to incorporate the following elements in their writing, focus, organization, support, and conventions.

**Needs Assessment**

The 2005 FCAT Writing results attained from the School Performance Accountability Results indicate that 81 percent of the students tested met the state standard of 3.5 or above in writing. The score reflects an 8 percent decrease when compared to the 2004 test results. Therefore, 84 percent of students will need to show gains on the 2006 FCAT Writing Test. The needs assessment revealed that students require further development in the writing strand. The data revealed that expository and narrative writing were equally proficient. On-going data conversations among grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as pre-writing skills, vocabulary development, student/teacher conferencing, editing and using the rubric to score student writings will be addressed.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 82 percent of the students scoring at or above 4.0 FCAT Writing Test as compared to 81 percent scoring 4.0 or above on the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve the quality of writing through the use of strategies such as vivid verbs, sentence variety, and student/teacher conferencing.	Classroom Teachers	8/15/2005	5/24/2006
Plan, implement and monitor a schedule for writing that includes daily instruction and monthly practice opportunities across the curriculum.	Reading Coach Classroom Teachers	8/15/2005	5/24/2006
Utilize writing prompts for grades two through five to ensure that students learn effective narrative and expository writing techniques.	Reading Coach Classroom Teachers	8/15/2005	5/24/2006
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom Teachers	08/15/2005	05/24/2006
Incorporate writing across the curriculum.	Classroom Teachers	8/15/2005	5/24/2006

## Research-Based Programs

Houghton-Mifflin Reading/Language Arts Series

## Professional Development

Professional development training for teachers will include techniques to improve the delivery of instruction, how to maximize the opportunities for writing throughout the curriculum, the art of teaching writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development, and editing.

## Evaluation

Writing pre- and post-tests, monthly and quarterly writing assessments will be used to monitor the writing progress. Students will demonstrate increased writing skills, as evidenced by 82 percent of the students reaching the state required mastery level of 4.0 or above, as documented on the 2006 FCAT Writing Test.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Students will demonstrate increased performance in Science.

### ***Needs Assessment***

The data of the 2005 Science test administration reflect a mean scale score of 283. The scores reflect an increase of 31 mean scale points when compared to the 2004 test score of 252. The scores also indicate that we are performing slightly below the district's average. To demonstrate adequate improvement in science, the mean scale score will need to be increased to 286. The needs assessment revealed that students require improvement in the Physical and Chemical strand. On-going data conversations among grade group members regarding progress on monthly assessment will drive instruction. Additionally, professional development needs such as experimental demonstrations, concept development, and scientific thinking will be addressed.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidence by an increase in the mean scale score to 286 on the 2006 FCAT Science test as compared to 283 mean scale score on the 2005 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote the use of computer-assisted research and investigation to enhance scientific learning.	Classroom Teachers	08/15/2005	05/24/2006
Provide a dedicated space and resources for a school-based science lab, in which students in grades three through five will participate in weekly hands-on/inquiry based investigations.	Classroom Teachers Science Teacher	8/15/2005	05/24/2006
Encourage the participation in a school-wide Science Fair and Mathematics/Science Family Night that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Classroom Teachers Science Fair Coordinator	3/30/2006	4/28/2006
Reinforce grade appropriate science content with the reading curriculum through the use of non-fiction text during shared or guided reading.	Classroom Teachers	8/22/2005	05/24/2006
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities and project-based learning such as cooperative groups, hands-on activities, and using problem-solving/critical thinking strategies.	Classroom Teacher Science Teacher	8/29/2005	05/24/2006

## Research-Based Programs

McGraw-Hill Science Series

## **Professional Development**

Professional Development training will include focus on the strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Training in experimental demonstrations, concept development, and scientific thinking will also be addressed. The Grade Level Chairpersons will provide additional assistance in content delivery and/or strategies.

## **Evaluation**

District-provided assessments and McGraw-Hill Science chapter tests will be used to analyze progress and redirect instruction for reinforcement and/or enrichment. Achievement of the objective will be considered when students demonstrate improvement in science concepts and knowledge, as evidenced by a three percent mean scale score increase on the 2006 administration of the FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

The school will provide increased opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

The data reflected on the 2004-2005 Annual Survey of Title I Parental Involvement indicated that 1,744 parents participated in school-based activities, an increase of 794 parents compared to the previous school year. Research indicates that parental involvement is directly linked to student achievement. At Scool Lake Elemenatry we believe in the philosophy of "It takes a whole village to raise a child."

## Measurable Objective

Given the need to continue a strong link with the home to support the efforts of improving the academic achievement of students, strides will be taken to improve active parental involvement as evidenced by 2,000 parents participating in school-wide activities during the 2005-2006 school year as documented by sign-in sheets and logs of attendance as compared to 1,744 parents participating during the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and facilitate special "Family" activities such as Open House, Title I Parent Orientation, Storybook Parade, Mathematics/Science Family Nights and Grade Level Family Nights to encourage additional opportunities for parental involvement.	Community Involvement Specialist Reading Coach Media Specialist	9/14/2005	5/24/2006
Monitor the participation of parents and community-based organizations by maintaining the use of sign-in sheets, logs of attendance and delivery of service.	Community Involvement Specialist	8/08/2005	05/24/2006
Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities such as Light Span Achieve Now.	Community Involvement Specialist Reading Coach	9/14/2005	5/24/2006
Include parents' active participation in decision-making groups such as the PTA and EESAC.	Community Involvement Specialist EESAC Chairperson	8/15/2005	5/24/2006
Survey parent's needs, prioritizing the areas of greatest concerns and planning activities to address these needs.	Community Involvement Specialist	8/15/2005	4/21/2006
Provide and maintain a parent resource center with instructional materials for check-out and use at home.	Community Involvement Specialist	8/8/2005	5/24/2006

## Research-Based Programs

National P.T.A. Standards for Parent/Family Involvement Programs.

## **Professional Development**

Parents will be encouraged to actively participate in the following activities: an annual opening of school activity for Pre-K and Kindergarten parents with instructional materials that can be used at school and at home, Miami-Norland Feeder Pattern Parent Summit Conference, the Annual Technology Conference that showcases technology-based instructional and productivity programs. The Community Involvement Specialist (CIS) will participate in on-going professional development activities to enhance parental involvement.

## **Evaluation**

The number of parents participating in school activities will increase to 2,000, as evidence in the tally of data obtained from activity/workshop sign-in sheets and logs of attendance for the 2005-2006 school year.



## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

The school will provide a safe and disciplined environment for all students.

### ***Needs Assessment***

The data attained from the Student Case Management System Executive Summary Report reflects that 512 Student Case Management(SCM) Forms were written and as a result 16 suspensions were issued during the 2004-2005 school year. At the current level of performance the school is faced with the challenge to decrease the number of SCMS from 512 to 487 and suspensions from 16 to 12 during the 2005-2006 school year.

## Measurable Objective

Given additional attention to the Student Code of Conduct, suspensions will be reduced to 12 suspensions during the 2005-2006 school year as compared to the 16 suspensions during the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Position Parent Patrol members throughout the school's campus.	Parents	9/22/2005	5/24/2006
Display behavior posters throughout the school as a constant reminder of appropriate behavior.	Safety/Discipline Committee Teachers	8/15/2005	05/24/2006
Increase teacher and parent conferences.	Classroom Teachers	8/8/2005	5/24/2006
Position additional safety patrols throughout the school's campus.	Safety Patrol Coordinator	9/1/2005	05/24/2006
Provide school-wide monthly incentives to promote school safety.	Teachers	10/10/2005	5/24/2006
Reinforce positive behavior by charting daily classroom behavior	Classroom Teachers	8/24/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Teachers will attend in-house discipline workshops presented by the school's counselor.

## Evaluation

The data from the Student Case Management System Executive Summary Report will be reviewed to compare the number of suspensions for the 2004-2005 school year to the 2005-2006 school year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

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

The school will integrate technology in all curricular areas.

### ***Needs Assessment***

In order to better prepare our students for the future, the use of additional technology must be evident across the curriculum. Data attained from computer generated reports indicated that during the 2004-2005 school year 41 percent of students utilized the Classworks Gold Reading and Math program. This reflects a need for greater utilization of the Classworks Gold Program. During the 2005-2006 school year 52 percent of students will utilize the program.

## Measurable Objective

Given instruction using the Sunshine State Standards, 52% of the students in grades Kindergarten - Five will increase their utilization of the Classworks Gold Reading and Math Program during the 2005- 2006 school year as compared to 41% of students using the program during the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize technology to promote research skills.	Classroom Teachers	8/25/2005	05/24/2006
Utilize computers to publish student books.	Classroom Teachers	08/15/2005	05/24/2006
Utilize computerized Smart Boards to enhance curriculum delivery.	Classroom Teachers	8/22/2005	5/24/2006
Utilize computers to construct graphic art projects.	Art Teacher	09/01/2005	05/24/2006
Utilize technology to reinforce skills across the curriculum.	Classroom Teachers	09/1/2005	05/24/2006
Utilize computers to construct student made powerpoint presentations.	Classroom Teachers	9/5/2005	5/24/2006

## Research-Based Programs

Classworks Gold

## Professional Development

The teachers will attend in-house workshops presented by the computer technician, reading coach, and media specialist.

## Evaluation

The teachers will view computer generated Classworks Gold Reports to evaluate students' progress.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

The school will promote the overall health and fitness of students.

### ***Needs Assessment***

The data attained from the Physical Fitness 2004-2005 Test Summary indicated that 60 students received awards. The 2006 Physical Fitness Test Summary will need to show that 78 students will receive awards. Research shows that students that are physically active demonstrate greater academic achievement. There is a need to educate the total child both physically and mentally.

## Measurable Objective

Given instruction using the Sunshine State Standards, the 2005-2006 Physical Fitness Test Summary will indicate that 78 students will receive awards as compared to 60 students as documented on the 2004- 2005 Physical Fitness Test Summary.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Complete research projects related to physical fitness.	Physical Education Teachers	09/01/2005	05/24/2006
Monitor physical fitness program to ensure activities are correlated to assessment component items.	Administrators	08/08/2005	05/24/2006
Design an obstacle course of activities to promote physical fitness.	Physical Education Teachers	9/01/2005	05/24/2006
Utilize the Fitnessgram to assess student performance.	Physical Education Teachers	08/15/2005	5/24/2006
Provide the students with additional physical fitness activities through implementing recess.	Classroom Teachers	9/15/2005	5/24/2006
Plan activities to promote improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	08/15/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Physical Education teachers will attend professional development presented by the district and state to stay abreast of current trends in the Physical Education field.

## Evaluation

The 2005-2006 Fitnessgram Assessment will be administered to students.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

### ***Needs Assessment***

In order to provide more students the opportunity to showcase their talents and crafts, more cultural activities will need to take place. The data attained from the 2004- 2005 school year indicates that 100 students participated in cultural activities during the year as a result there is a need to increase the amount of students participation to 150 students during the 2005-2006 school year.

## Measurable Objective

Given additional opportunities students will increase their participation in cultural activities during the 2005-2006 school year as evidenced by 150 students participating as compared to the 2004-2005 school year with 100 students participating in the school wide cultural activities. Student participation will increase by 50 percent.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school-wide Arts Festival to display students talents and crafts.	Music Teachers Art Teacher Spanish Teachers	5/4/2006	5/4/2006
Participate in the after -school Chess Program.	Chess Team Coordinator	8/15/2005	5/22/2006
Participate in the school band.	Band Coordinator	8/15/2005	5/22/2006
Participate in the school's chorus.	Music Teacher	8/15/2005	5/22/2006
Showcase students talents through a theatrical presentation.	Music Teacher Spanish Teachers Art Teachers	12/8/2005	12/8/2005

## Research-Based Programs

Not Applicable

## Professional Development

Special Area Teachers will participate in professional development activities as they are made available through the district and region.

## Evaluation

The number of students participating in the cultural arts and festival during the 2005-2006 school will increase to 150 students as evidence in the participation log obtained from the performers, as compared to 100 students participating during the 2004-2005 school year.



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

Scott Lake Elementary School will rank at the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Scott Lake Elementary ranked in the 14th percentile on the State of Florida ROI index.

## Measurable Objective

Scott Lake Elementary School will improve its ranking on the State Florida ROI index publication from the 14th percentile in 2003 to the 17th percentile on the next publication on the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a greater amount of Dade Patrnrs relationships.	Administrators EESAC Counselor	8/15/2005	5/24/2006
Consider shared use of facilities, or partnering with community agencies.	Administrators EESAC	09/01/2005	05/24/2006
Collaborate with the district on resource allocation.	Administrators	09/01/2005	05/24/2006
Consider reconfiguration of existing resoures or taking advantage of a broader resource base.	Administrators	09/01/2005	04/21/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators EESAC	9/01/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Administrators will attend Professional Development presented by the District.

## Evaluation

On the next State of Florida ROI index publication, Scott Lake Elementary will show progress toward reaching the 17th percentile.

## *EESAC Compliance*

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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 expended a budget of \$9,000 to support school-wide initiatives. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the School Advisory Council.

### ***Training:***

EESAC members will attend District Professional Development to stay abreast of current EESAC requirements.

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

The EESAC will view instructional materials and offer suggested activities to enhance instructions and promote student achievement.

### ***Technology:***

The EESAC will view technology programs and equipment and offer suggested activities to enhance instructions and promote student achievement.

### ***Staffing:***

The EESAC will provide support to staff members in order to promote student achievement.

### ***Student Support Services:***

The EESAC will offer suggested activities and resources to enhance student support services.

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

The EESAC will support the efforts of the PTA in achieving a higher level of parental involvement.

***Benchmarking:***

The EESAC reviewed, analyzed and evaluated pertinent data such as the School's Demographic Profile, FCAT Reports and the School Demographic and Academic Profile, and formulated objectives and strategies as school wide priorities to be included in the School Improvement Plan.

***School Safety & Discipline:***

The EESAC will promote school safety and discipline by providing additional resources to enhance the school-wide discipline plan.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*