
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4881 - Scott Lake Elementary School

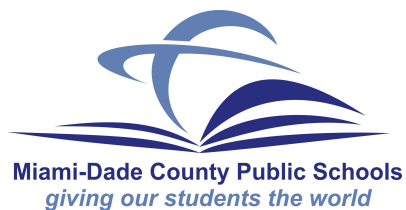
FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Valerie Ward

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Scott Lake Elementary School

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. Scott Lake Elementary is a Montessori Magnet School and a Bertha Abess Children Center (B.A.C.C.) for exceptional student education. As a result 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. Two full time reading coaches provide support to teachers through peer coaching 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, Reading Plus, Voyager, Soar to Success, Early Success 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 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 on each kindergarten through fifth grade level, Computer Laboratory, a fully-equipped Science Laboratory and a Mathematics Computer 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.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of students scoring at Level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 61 percent of students scoring at Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 81 percent of the students scoring at or above 3.5 FCAT Writing Assessment.

Given instruction based on Sunshine State Standards, students in grade five will improve their science skills as evidenced by 45% achieving Level 3 or higher on the FCAT Science Assessment.

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 2006-2007 school year as documented by sign-in sheets and logs of attendance as compared to 1,894 parents participating during the 2005-2006 school year.

Given additional attention to the Student Code of Conduct, preventive measures will be implemented through the student service department in order to decrease the number of behavioral referrals. Suspensions will decrease to 11 outdoor suspensions during the 2006-2007 school year as compared to the 12 outdoor suspensions during the 2005-2006 school year.

Given instruction using the Sunshine State Standards, 100% of the third through fifth grade students will utilize the Reading Plus computerized reading program.

Given instruction using the Sunshine State Standards, the 2006-2007 FITNESSGRAM will indicate that 110 students will receive awards as compared to 91 students as documented on the 2005-2006 FITNESSGRAM.

Given additional opportunities students will increase their participation in cultural activities during the 2006-2007 school year as evidenced by 315 students participating in the school wide cultural activities as compared to the 2005-2006 school year with 312 students participating.

Scott Lake Elementary School will improve its ranking on the State Florida ROI Index publication from the 48th percentile in 2005 to the 49th 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. The high set standards of Scott Lake Elementary School, are continuously analyzing 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 fifty-one 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. 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 Process Management. Process Management is considered a critical area because it provides processes where staff can locate all the resources to perform at optimal level. Having a good process in place for accomplishing work goals is important in achieving

the school's mission. The survey indicates that 28 staff members feel that they do not get all the resources they need to do their job. This area will be addressed through weekly grade level meetings with the administrative team. This will assist in facilitating the individual needs of the teachers and students.

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

Our Scott Lake team of staff, parents and students provide the essential energy necessary to cultivate young minds and harvest excellence. Scott Lake Elementary strives to maintain high expectations of excellence for all students, teachers, parents and staff. Through quality education, we will meet the diverse, multicultural needs of our students by fostering a lifelong love of learning and developing responsible and productive citizens for the twenty-first century.

Utilizing a high standard of excellence, our team will work cooperatively to :

Implement reading, writing, math , and scientific strategies to increase student achievement and state assessment scores.

Increase professional skills in all academic areas with emphasis on technology.

Prepare our students to be responsible citizens and effective problem solvers.

Respect cultural diversity and individual differences.

Provide a safe and nurturing environment.

Encourage a partnership with parents and community leaders for the improvement of our school and overall development of our students social skills.

Our theme "Cultivating Minds and Harvesting Excellence" will be incorporated into all aspects of our school, yielding success for all students.

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

Scott Lake Elementary is staffed by two administrators, 22 full time traditional teachers, nine Montessori teachers, 7 Special Education teachers, one Counselor, two Reading Coaches, one Media Specialist, one Community Involvement Specialist, 12 Montessori paraprofessionals, two part time paraprofessionals, one Microsystems Technician, one full time computer specialist, one full time computer lab facilitator, one full time math/science facilitator, 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. Twelve 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 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 652 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 utilizing higher order thinking skills.

School Foundation

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.=4.0)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.=3.9) . Results from the 2006-2007 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.=4.0) 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. 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.=4.0)

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=3.9) 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 (data) about the quality of my work = 3.9)

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.=3.8) 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 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.=3.9) 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. Results from the Organizational Performance Improvement Snapshot indicate that the staff and faculty rated this category with an average score of 4.1 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.=4.1) 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.a I know my organizations's mission=4.3)

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 2006 FCAT Reading Assessment 54 percent of the students tested made learning gains and 63 percent achieved high standards in reading. The scores reflected a decrease in both students achieving learning gains and 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 64 percent and increasing the percent of students making learning gains to 55 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 four in comparison to grades three and five, will need to increase student skills in the reference and research cluster. An analysis of grades three and four reading achievement dictates that increased instruction in the content cluster comparisons is necessary. As for grade five, there is a need for additional instruction in the area of words and phrases. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidence by 64 percent of students scoring at Level 3 or higher on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize classroom centers, including guided reading, effective use of classroom libraries and computerized reading programs to enhance phonics, phonemic awareness, fluency, reading comprehension and vocabulary in order to provide daily explicit instruction.	Reading Coach Classroom Teachers Administrators	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Use data from EduSoft reports to monitor students progress and develop lessons for differentiated instruction.	Administrators Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize task cards, graphic organizers, visual and audio-visual aids to assist in developing reading comprehension skills.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct on-going Literacy Instructional Team meetings with administrative and leadership teams to ensure and direct effective application of strategies.	Administrators Reading Coach Grade Level Chairpersons	8/17/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an uninterrupted daily 120-minute block of reading instruction for students in Kindergarten through Fifth grade implementing the District's pacing Guide.	Administrators Classroom Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Utilize Accelerated Reader/STAR, Soar to Success, Early Success, Voyager, LightSpan Achieve Now and Classworks Gold to reinforce and enhance reading skills.	Media Specialist Classroom Teachers Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement an after-school tutorial program for levels 1 and 2 students to increase fluency, reading comprehension and critical thinking skills.	Administrators Reading Coach Selected Teachers and Paraprofessionals	8/28/2006	5/17/2007	District-wide literacy plan	\$30000.00
Using Reading Plus Reading Program to enhance students reading comprehension and reading fluency rates.	Administrators Computer Lab Facilitator Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$16000.00
Utilize state reports to disaggregate and	Administrators	7/26/2006	8/18/2006	Continuous	\$0.00

analyze data from the 2006 FCAT Reading Assessment to identify strengths and weaknesses in student performance, and to align with district developed reading pacing guide.	Reading Coach Grade Level Chairs		Improvement Model	
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Research-Based Programs

Houghton-Mifflin Reading Series
 LightSpan Achieve Now
 Classworks Gold
 Reading Plus
 Soar to Success
 Early Success
 Voyager

Professional Development

Innovative Teaching Strategies
 Best Practices Inservice
 Guided Reading Inservice
 Centers Workshop
 Writing Inservice
 Classworks Gold
 EduSoft
 Reading Plus
 Regional Curriculum Support Specialist inservices/assistance
 Project DRAW
 Regional Center II Reading Item Specification Inservice

Evaluation

Houghton-Mifflin Reading Assessments
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 Monthly and Interim Reading Assessments
 Reading Plus Data
 Quarterly STAR Reports
 Classworks Gold Data
 2007 FCAT Reading Assessment

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will demonstrate increased performance in mathematics.

Needs Assessment

The 2006 FCAT Mathematics data attained from the School Performance Accountability Results indicate that 54 percent of the students tested made learning gains and 60 percent achieved high standards in mathematics. The scores reflected a 19 point decrease in students achieving learning gains and a one percent decrease for students achieving high standards when compared with the 2005 test scores. The required level of performance for students achieving high standards was met. The 2007 school performance in mathematics will need to show 61 percent of students achieving high standards and 55 percent making learning gains. Currently 40 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 Algebraic Thinking. Grade four demonstrated the greatest need for improvement in Measurement and Algebraic Thinking. Grade three demonstrated the greatest need for improvement in Number Sense and Data Analysis. 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 and Algebraic Thinking. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 61 percent of students scoring at Level 3 or higher on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Classroom Teachers Math Facilitator	8/17/2006	5/30/2007	Communities of Practice	\$0.00
Utilize Riverdeep and Classworks Gold computer-assisted resources to reinforce and enhance mathematic skills as monitored by the programs management system.	Classroom Teachers	8/17/2006	5/30/2007	Inclusion	\$0.00
Analyze results of the Mathematics Assessment program through EduSoft to monitor student progress and to provide data driven instruction.	Administrators Grade Level Chairpersons	8/17/2006	5/30/2007	Academic Teams	\$0.00
Implement a fully equipped Mathematics Computer Laboratory to target lowest 25% population as monitored by program's management system.	Administrators Math Facilitator Hourly Teacher	8/17/2006	5/30/2007	Communities of Practice	\$30000.00
Provide an uninterrupted daily 60-minute block in mathematics for grades Kindergarten through Fifth grade and implement the district's pacing guide.	Administrators Classroom Teachers	8/17/2006	5/30/2007	Communities of Practice	\$0.00
Implement an after-school tutorial program for Levels 1 and 2 students to increase Data Analysis, Measurement and Algebraic Thinking skills as monitored by school site administered assessments.	Administrators Selected Teachers and Paraprofessionals	8/28/2006	5/30/2007	Communities of Practice	\$0.00

Research-Based Programs

Harcourt Mathematics Series
Classworks Gold
Riverdeep

Professional Development

Innovative Teaching Strategies

Riverdeep

Regional Center II Mathematics Items Specifications Inservice

Region Curriculum Support Specialist inservices/assistance

Classworks Gold

EduSoft

Evaluation

Monthly and Interm Assessments

Classworks Gold Data

Math Interim Assessments

Harcourt Mathematics Series Assessments

2007 FCAT Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 3 STATEMENT:

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

Needs Assessment

The 2006 FCAT Writing results attained from the School Performance Accountability Results indicate that 80 percent of the students tested met the state standard of 3.5 or above in writing. The score reflects a 1 percent decrease when compared to the 2005 test results. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing skills as evidence by 81 percent of the students scoring at or above 3.5 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in Melissa Forney's Amazing Race: Becoming the Best Writing Teacher conference.	Classroom Teachers	9/14/2006	9/15/2006	District-wide literacy plan	\$1800.00
Plan, implement and monitor a schedule for writing that includes daily instruction and monthly practice opportunities across the curriculum.	Reading Coach Classroom Teachers	8/17/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate writing across the curriculum.	Classroom Teachers	8/17/2006	5/30/2007	Dual Language Education	\$0.00
Incorporate classroom journal writing to provide additional writing opportunities.	Classroom Teachers	8/17/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize writing prompts for grades one through five to ensure that students learn effective narrative and expository writing techniques.	Reading Coach Classroom Teachers	8/17/2006	5/30/2007	District-wide literacy plan	\$0.00
Improve the quality of writing through the use of strategies such as vivid verbs, sentence variety, and student/teacher conferencing.	Administration Classroom Teachers	8/17/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate monthly writing assemblies to reinforce writing strategies for students in grade four.	Reading Coach Teachers	8/25/2006	5/4/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading/Language Arts Series

Professional Development

District, Regional and School Inservices

Melissa Forney's Amazing Race: Becoming the Best Writing Teacher

Evaluation

Writing Pre- and Post-Assessment

Monthly and Interm writing assessments

2007 FCAT Writing Assessment

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

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<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 2006 Science assessment administration reflect a mean scale score of 275. The scores reflect an decrease of 8 mean scale points when compared to the 2005 test score of 283. The scores also indicate that we are performing slightly below the district's average. To demonstrate adequate improvement in science, by 45% of the students achieving Level 3 or higher on the FCAT Science Assessment. The needs assessment revealed that students require improvement in the Earth and Space 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 based on Sunshine State Standards, students in grade five will improve their science skills as evidence by 45% achieving Level 3 or higher on the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	3/26/2007	4/27/2007	Career Development Programs	\$0.00
Promote the use of computer-assisted research and investigation to enhance scientific learning.	Classroom Teachers Science Facilitator	8/28/2006	5/24/2007	Academic Teams	\$0.00
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.	Administrators Classroom Teachers Science Teacher	8/17/2006	5/24/2007	Continuous Improvement Model	\$0.00
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities and project-based learning such as cooperative groups, hands-on manipulatives, and using problem-solving/critical thinking strategies.	Classroom Teacher Science Teacher	8/28/2006	5/24/2007	Communities of Practice	\$0.00
Reinforce grade appropriate science content by implementing the district's pacing guide.	Administrators Classroom Teachers	8/21/2006	5/24/2007	Continuous Improvement Model	\$0.00
Provide field trip opportunities to enhance the learning of scientific exploration in order to increase student achievement in the areas of Scientific Thinking and Life Science.	Administrators Classroom Teachers Science Facilitator	8/21/2006	5/30/2007	District Strategic Plan	\$1000.00
Incorporate after-school science club Science Engineering Communication and Mathematical Enhancement (SECME) with high achieving students, monitored with attendance logs and EduSoft Data.	Science Facilitator	9/25/2006	5/22/2007	Career Development Programs	\$2500.00

Research-Based Programs

McGraw-Hill Science Series
Lightspan Achieve Now
FOSS Kits

Professional Development

Region Item Specification Science Training
District and Regional Inservices for teachers/principal

Evaluation

District-provided assessments
McGraw-Hill Science Chapter Assessment
FLDOE FCAT Stimulation
2007 FCAT Science Assessment

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 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 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 2005-2006 Annual Survey of Title I Parental Involvement indicated that 1,894 parents participated in school-based activities, an increase of 306 parents compared to the previous school year. Research indicates that parental involvement is directly linked to student achievement. At Scott Lake Elementary 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 2006-2007 school year as documented by sign-in sheets and logs of attendance as compared to 1,894 parents participating during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parent participation in the District Parent Academy courses.	Administrators Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Increase communication with the parents by the use of Connect-Ed.	Administrators Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	05/30/2007	Community Partnerships	\$0.00
Include parents active participation in decision-making groups such as the PTA and EESAC.	Community Involvement Specialist EESAC Chairperson	8/21/2006	5/30/2007	Small Learning Communities	\$0.00
Provide and maintain a parent resource center with instructional materials for check-out and use at home.	Community Involvement Specialist	8/14/2006	5/30/2007	Mentoring Opportunities	\$3000.00
Plan and facilitate special "Family" activities such as Open House, Title I Parent Orientation, Mathematics/Science Family Nights and Grade Level Family Nights to encourage additional opportunities for parental involvement.	Administrators Community Involvement Specialist Reading Coach Media Specialist	9/13/2006	5/30/2007	District Strategic Plan	\$1000.00
Plan and deliver monthly workshops to empower parents with the skills needed to assist students with home learning activities such as Light Span Achieve Now.	Administrators Community Involvement Specialist Reading Coach	9/13/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

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

Professional Development

Monthly Parent Workshops
Annual Technology Conference
Monthly Parent Involvement Workshops
Light Span Parent Workshops
P.T.A. meetings
Parent Academy

Evaluation

Sign-In Sheets
Attendance Logs

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

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 12 outdoor suspensions were issued during the 2005-2006 school year. At the current level of performance the school is faced with the challenge to decrease the number of SCMS from 512 to 507 and suspensions from 12 to 11 during the 2006-2007 school year.

Measurable Objective

Given additional attention to the Student Code of Conduct, preventive measures will be implemented through the student service department in order to decrease the number of behavioral referrals. Suspensions will decrease to 11 outdoor suspensions during the 2006-2007 school year as compared to the 12 outdoor suspensions during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Display behavior posters throughout the school as a constant reminder of appropriate behavior.	Safety/Discipline Committee Teachers	9/25/2006	5/30/2007	District Strategic Plan	\$0.00
Increase teacher and parent conferences as maintained by logs and rosters.	Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide teachers with additional preventive strategies to decrease off task behaviors.	Administrators School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Position Parent Patrol members throughout the school's campus.	Parents	9/25/2006	5/30/2007	Community Partnerships	\$200.00
Position student safety patrols throughout the school's campus.	Safety Patrol Coordinator	8/28/2006	5/30/2007	School-to-Career	\$200.00
Reinforce positive behavior by implementing daily classroom behavior management system.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

Research-Based Programs

Not Applicable

Professional Development

Parent/Student Safety Patrol in-house inservices

Teacher Classroom Management in-house inservices

Crisis Intervention Response Team (C.I.R.T.)

Evaluation

Student Case Management System Executive Report

Climate Survey

District Reports

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 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 2005-2006 school year 52% 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 2006-2007 school year 53% percent of students will utilize the program.

Measurable Objective

Given instruction using the Sunshine State Standards, 100% of the third through fifth grade students will utilize the Reading Plus computerized reading program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology to reinforce skills across the curriculum.	Classroom Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Utilize computers to construct graphic art projects.	Art Teacher	9/4/2006	5/30/2007	School-to-Career	\$0.00
Utilize Exam View/ Learning Series to compile school-wide assessments.	Classroom Teachers	9/25/2006	5/18/2007	Continuous Improvement Model	\$0.00
Utilize computers to construct student made powerpoint presentations.	Classroom Teachers	8/28/2006	5/30/2007	School-to-Career	\$0.00
Utilize EduSoft to disaggregate student data.	Administrators Classroom Teachers	8/18/2006	5/25/2007	Continuous Improvement Model	\$0.00
Utilize computerized Smart Boards to enhance curriculum delivery.	Classroom Teachers	8/28/2006	5/30/2007	School-to-Career	\$5000.00
Utilize Classworks Gold to reinforce Problem Solving, Data Analysis, Algebraic Thinking , Number Sense and Geometry.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Reading Plus computerized reading program to reinforce comprehension and fluency skills.	Administrators Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Classworks Gold
Reading Plus

Professional Development

Reading Plus
EduSoft

Evaluation

Reading Plus Data

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 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 8 STATEMENT:

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

Needs Assessment

The data attained from the 2005-2006 FITNESSGRAM indicated that 91 students received awards. The 2007 FITNESSGRAM will need to show that 110 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 2006-2007 FITNESSGRAM will indicate that 110 students will receive awards as compared to 91 students as documented on the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor physical fitness program to ensure activities are correlated to assessment component items.	Administrators	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Design an obstacle course of activities to promote physical fitness.	Physical Education Teachers	9/4/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize the FITNESSGRAM to assess student performance.	Physical Education Teachers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Implement research projects related to physical fitness.	Physical Education Teachers	9/4/2006	05/30/2007	District Strategic Plan	\$0.00
Participate in Healthier Options for Public School Study (HOPS) to help encourage good eating habits and physical activity.	Administrators Cafeteria Manager Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan activities to promote student improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	8/15/2006	05/30/2007	Communities of Practice	\$2000.00

Research-Based Programs

FITNESSGRAM

Professional Development

District and regional Physical Education inservices

HOPS hand-outs for parents/teachers

HOPS Inservice for cafeteria staff

Evaluation

FITNESSGRAM
HOPS Surveys

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2005- 2006 school year indicates that 312 student participated in cultural activities during the year as a result there is a need to increase the amount of students participation to 315 students during the 2006-2007 school year.

Measurable Objective

Given additional opportunities students will increase their participation in cultural activities during the 2006-2007 school year as evidenced by 315 students participating in the school wide cultural activities as compared to the 2005-2006 school year with 312 students participating.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Showcase students' talents through a theatrical presentation.	Administrators Music Teacher Spanish Teachers Art Teachers	12/12/2006	12/12/2006	Dual Language Education	\$0.00
Inviting parents to a school-wide Arts Festival to display students' talents and crafts, and monitored by a parent sign-in sheets.	Administrators Music Teachers Art Teacher Spanish Teachers	5/9/2007	5/9/2007	Continuous Improvement Model	\$0.00
Increase student participation in the after - school Chess Program monitored by attendance logs.	Chess Team Coordinator	8/21/2006	5/30/2007	Expanding arts opportunities	\$2500.00
Increase student participation in the school's chorus monitored by attendance logs.	Music Teacher	10/9/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Special Area Teachers attend district and regional inservices

School developed inservices

In-house Cultural Workshop

Evaluation

Participation Attendance Logs

Parent Rosters

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 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 type="checkbox"/>

GOAL 10 STATEMENT:

Scott Lake Elementary School will rank at the 49th 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 2005, Scott Lake Elementary ranked in the 48th percentile on the State of Florida Return On Investment (ROI) Index.

Measurable Objective

Scott Lake Elementary School will improve its ranking on the State Florida ROI Index publication from the 48th percentile in 2005 to the 49th percentile on the next publication on the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a greater amount of Dade Partners relationships.	Administrators EESAC Counselor	8/29/2006	5/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, or partnering with community agencies.	Administrators EESAC	9/25/2006	5/30/2007	Community Partnerships	\$0.00
Collaborate with the district on resource allocation.	Administrators	9/4/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administrators	9/4/2006	4/23/2007	Career Development Programs	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrators EESAC	8/28/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Inservice for stakeholders on efficiency and effectiveness of programs.

Evaluation

State of Florida ROI Index

EESAC Compliance

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

Budget:

The EESAC expended a budget of \$8,699 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$46,000.00
Goal 2: Mathematics	\$30,000.00
Goal 3: Writing	\$1,800.00
Goal 4: Science	\$3,500.00
Goal 5: Parental Involvement	\$5,000.00
Goal 6: Discipline & Safety	\$900.00
Goal 7: Technology	\$5,000.00
Goal 8: Health & Physical Fitness	\$2,000.00
Goal 9: Electives & Special Areas	\$2,500.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$96,700.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent