

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Scott Lake Elementary School (4881)

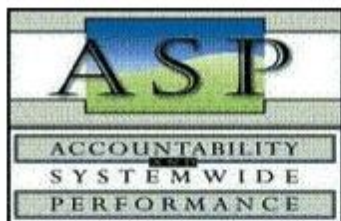
Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Valerie Ward

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Scott Lake Elementary is a learning environment where we strive to have all students become future leaders through the education they receive. Scott Lake Elementary joined the Norland feeder pattern in 1959. Scott Lake Elementary has grown to a student population of 616 students, with 53% primary grades Kindergarten through second grade students and 47% intermediate grades third through fifth grade students. At this time the student population is composed of 88% black, 1% Asian, 7% Hispanic, 3% multicultural and 1% white with an attendance rate of 96%. 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. The Montessori Magnet Program and a Bertha Abess Children Center (B.A.C.C.) for exceptional student education bring additional funds to operate these two specialized programs. Montessori classes average 17 students and BACC classes average 4 students. These programs also help improve our school's diversity. Scott Lake Elementary is composed of a wide variety of programs with the central focus placed on providing excellence in the learning environment, with an average class size of 14 students per teacher ratio. The school's curriculum is concentrated on reading comprehension and higher order thinking skills. Two full time reading coaches provide support to the 32 Language Arts 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 five additional school-based supplementary reading programs: Classwork Gold, Lightspan Achieve Now, Reading Plus, Voyager, and Accelerated Reader which are also in alignment with the goals and objectives of the Florida Sunshine State Standards curriculum. The school also offers an in-school and after school reading tutorial program to assist the 37% Level 1 and Level 2 performing students and the 13.75% retained students in our school. A mathematics/science facilitator provides support to the 33 teachers that teach mathematics and science through facilitating a fully-equipped Science Laboratory and a Mathematics Computer Laboratory, along with peer coaching, assisting with planning and executing lessons. The school's Mathematics Computer Laboratory offers in house tutoring for the 45% students performing at Level 1 or Level 2. Scott Lake Elementary has the stability and attendance rate which enables high standards of learning on a daily basis. A successful schoolwide writing program was implemented in order to assist teachers with grade level writing strategies and was reflected in the increased Florida Comprehensive Assessment Test (FCAT) Writing+ scores during the 2006-2007 school year. Our two No Child Left Behind (NCLB) subgroups (Black and Economically Disadvantaged) at Scott Lake Elementary did not make Adequate Yearly Progress (AYP) in Mathematics. The Scott Lake Elementary mathematics teachers will be focusing on instructional skills that will assist students on making AYP. Scott Lake Elementary, with the aid of Title I, our partnership with Two Fish Pet Shop and Barry's Book Service along with 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. Scott Lake Elementary offers several student services that have a strong impact on student achievement. 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.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 1 percentage point on the 2008 administration of the FCAT Reading Test.

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

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

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 3 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the 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 evidenced by 2,000 parents participating in school-wide activities during the 2007-2008 school year as documented by sign-in sheets and logs of attendance as compared to 1,767 parents participating during the 2006-2007 school year.



# School Improvement Plan

## 2007-2008



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 2 outdoor suspensions during the 2007-2008 school year as compared to the 3 outdoor suspensions during the 2006-2007 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, with increased accuracy.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test

Given additional opportunities students will increase their participation in cultural activities during the 2006-2007 school year as evidenced by 335 students participating in the school wide cultural activities as compared to the 2007-2008 school year with 340 students participating.

Scott Lake Elementary School will improve its ranking on the State Florida ROI Index publication from the 67th percentile in 2007 to the 68th percentile on the next publication on the Index.

Scott Lake Elementary School, is 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 Spring 2007 Organizational Performance Improvement Snapshot Survey, there are two areas that we would like to improve on. The first area that will be addressed this year is Strategic Planning, scoring 3.9. The survey indicates that 31 staff members feel that they are not part of the planning process at our school. Since all members of the staff are essential in the planning process to ensure a successful future for our students. This area will be addressed in faculty meetings, chairperson meetings and weekly grade level meetings by the administration team. These meetings will allow the staff a voice in the strategic planning of our school. In addition the staff will be more informed of upcoming planning sessions conducted by the EESAC committee and will be encouraged to be more involved. The second area to be addressed this year is in the Business Results section with a score of 4.0. The survey indicates that 40 staff members do not know how well their organization is doing financially. 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 issues. By addressing these two concerns we will assist in facilitating the individual needs of the teachers, staff, and students.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## 4881 - SCOTT LAKE ELEMENTARY SCHOOL

### VISION

Utilizing a high standard of excellence, our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

### MISSION

Scott Lake Elementary School 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.

### 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,)

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## **School Demographics**

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Scott Lake Elementary was built in 1959 in the Norland feeder pattern, located on 10.8 acres at 1160 N.W. 175 Street in Miami. Scott Lake Elementary has grown throughout the years adding four new buildings from the original floor plan; a two pack Kindergarten, an eight pack BACC center, a media center, and the last building was built in 2006 adding 10 classrooms replacing 4 portables. The school remains with 4 portables that house the one gifted class and three Montessori classrooms. The demographics of the immediate surrounding neighborhood have a stability rate of 97%. It also reflects on our excellent attendance rate of 96%. Recruitment and marketing techniques have been revisited and fine-tuned to aggressively seek and enroll top notch students in the magnet program. The school has an enrollment of approximately 616 students in Pre-Kindergarten through fifth grade, and is represented by 88% Black, 7% Hispanic, 4% Asian/Indian/Multiracial, and 1% White. Scott Lake Elementary is a Title I funded school because at least 79% of all students qualified for either free or reduced lunch. This also reflects in our students performing at Levels 1 and Level 2, which is at 37% in reading, 45% in mathematics and our No Child Left Behind (NCLB) subgroup in mathematics of Black and Economically Disadvantage students. Through these funds the school also qualifies for a Voluntary Pre-Kindergarten program (VPK) and services 18 students. We also have a full time gifted teacher that services 26 gifted students. The school is funded by State and local means, which is based on full-time student enrollment and has moved up to a rating of a "B" from the State for the 2006-2007 school year. This prepares our students to matriculate to Parkway Middle a "D" zone school and Norland Middle a "D" zone school and finally to Miami Norland Senior High School that is an "F" zone school.

Scott Lake Elementary is staffed by two administrators, 29 full time traditional teachers, ten Montessori teachers, six Special Education teachers, one Counselor, two Reading Coaches, one Media Specialist, one part-time Community Involvement Specialist, 12 Montessori paraprofessionals, one VPK paraprofessional, one full time computer specialist, one full time math/science facilitator, one full time media clerk, six custodians, four clerical personnel and eight members of the cafeteria staff. The staff is 84% full-time employees and 16% part-time employees. Of the teaching staff, 21% have a master's degree, and 1% is National Board Certified. The average number of years teaching is 10 years. 2 teachers are new to the school. They are assisted by a Leadership Team of two administrators, two reading coaches, one mathematics/science facilitator and one computer specialist. The Leadership Team is assisted by eight chairpersons. The SPED program average class size is four students per teacher. The average class size in the traditional classrooms is as follows: VPK is 18, Kindergarten is 16, first grade is 18, second grade is 19, and third grade is 15, fourth grade is 17 and fifth grade is 18. In the Montessori Magnet program classes average 15 to 1. The school has the following programs to assist in the education of our students. Title I brings additional funds for additional materials and educators. The Reading First program provides the school with an extra reading coach, materials and professional development for our teachers in Kindergarten through third grade. The BACC program assists students who are severely emotionally disturbed. The Montessori Magnet program uses Maria Montessori's unique "whole child" approach to learning. The primary goal of the Montessori program is to help each child reach full potential in all areas of life. VPK program gives our four year-olds a head start into education. The Voyager program helps Level 1 and Level 2 performing students with their reading comprehension. The gifted program gives our gifted students a chance to explore mathematics and science in a creative way of learning. 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 in-services for teachers 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. Our community partners; Two Fish Pet shop and Barry's Book Service, serve on our EESAC committee and help support our school's activities by funds and supplies for a variety of events. Our Dade Partners, Mc Donalds and Comp USA have assisted with fund raisers and have donated school supplies to our school. With the dedication of teachers, parents, and our community partners our school provides the best education for our students in a safe and cohesive learning environment.

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## ***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.=4.2) This is accomplished by holding faculty meetings, Educational Excellence School Advisory Council (EESAC) Meetings, Parent Teacher Association(PTA) and student meetings, providing monthly newsletters to parents, conducting parent/teacher conferences and grade level/departmental meetings. The mission and vision of the school is communicated in many ways throughout each and everyday. The vision and mission is evident in each classroom, hallway and main office in the building. (1a.I know my organization's mission.= 4.4) 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: test scores disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring. (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 2007 Spring Organizational Performance Improvement Snapshot self-assessment survey indicate that an average score of 3.9 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 are=4.2 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.=4.0)

### **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.=4.2) Teachers and staff meet on a regular basis and use the Continuous Improvement Model (CIM) 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.=4.1)

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

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.=4.2) 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.=4.1)

### **Education Design:**



# School Improvement Plan

## 2007-2008



Scott Lake Elementary is a data driven school. Our instructional delivery is based on the strengths and weaknesses of our students. 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.(6b I collect information (data) about the quality of my work = 4.2)

### **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.=4.2) 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=4.4)



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**





School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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

### Reading Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

#### **Reading Statement**

Students will demonstrate increased performance in reading.

#### **Needs Assessment**

The data attained from the School Performance Accountability Report indicates that on the 2007 FCAT Reading Assessment 68 percent of the students tested made learning gains and 63 percent achieved high standards in reading. The scores reflected an increase in students achieving learning gains and students achieving high standards remained the same. 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 69 percent in order to continue to exceed the state's required level of performance. An analysis of grades three and four reading achievement dictates that increased instruction in the content cluster comparisons and main idea are needed. As for grade five, there is a need for additional instruction in the area of words and phrases, main idea and author's purpose. 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                      |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 1 percentage point on the 2008 administration of the FCAT Reading Test.

| STRATEGIES  | PERSONS RESPONSIBLE   | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|---|---|------------|-----------|------------------------------|--------|
| 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. | Principal/Administrators , Reading Coaches, Classroom Teachers                      | 8/20/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Utilize task cards, graphic organizers, visual and audio-visual aids to assist in developing reading comprehension skills.  | Principal/Administrators, Classroom Teachers  | 8/20/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Use data from EduSoft reports to monitor students progress and develop lessons for differentiated instruction.  | Principal/Administrators , Reading Coaches, Classroom Teachers                      | 9/4/2007   | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Conduct on-going Literacy Instructional Team meetings with administrative and leadership teams to ensure and direct effective application of strategies.  | Principal/Administrators, Reading Coaches, Grade Level Chairpersons                 | 8/22/2007  | 5/30/2008 | Continuous Improvement Model | 0      |
| Provide an uninterrupted daily 90-minute block of reading instruction for students in Kindergarten through Fifth grade implementing the District's Pacing Guide.  | Principal/Administrators, Classroom Teachers  | 8/20/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Utilize Accelerated Reader/STAR, Voyager, LightSpan Achieve Now and Classworks Gold to reinforce and enhance reading skills.  | Principal/Administrators, Media Specialist, Classroom Teachers, Reading Coaches     | 8/20/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Implement an after-school tutorial program for Level 1 and 2 students to increase fluency, reading comprehension and critical thinking skills.  | Principal/Administrators, Reading Coaches, Selected Teachers, and Paraprofessionals | 10/1/2007  | 3/3/2008  | District-wide Literacy Plan  | 15000  |
| Utilize Reading Plus Reading Program to enhance students reading comprehension and reading fluency rates.   | Principal/Administrators , Computer Lab Facilitator, Classroom Teachers             | 8/27/2007  | 5/16/2008 | District-wide Literacy Plan  | 0      |
| Utilize state reports to disaggregate and analyze data from the 2007 FCAT Reading Assessment to identify strengths and weaknesses in student performance, and to align with District Pacing Guide.  | Principal/Administrators Reading Coaches Grade Level Chairs                         | 7/23/2007  | 8/24/2007 | District-wide Literacy Plan  | 0      |

### Research-Based Programs

Houghton-Mifflin Reading Series  
LightSpan Achieve Now  
Classworks Gold  
Reading Plus  
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



# School Improvement Plan 2007-2008



## **Evaluation**

Houghton-Mifflin Reading Assessments (Formative)  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS/F)(Diagnostic)  
Monthly and Interim Reading Assessments (formative)  
Reading Plus Data (formative)  
Quarterly STAR Reports (formative)  
Classworks Gold Data (formative)  
2008 FCAT Reading Assessment (summative)

## Mathematics Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Mathematics Statement**

Students will demonstrate increased performance in mathematics.

### **Needs Assessment**

The 2007 FCAT Mathematics data attained from the School Performance Accountability Results indicate that 60 percent of the students tested made learning gains and 55 percent achieved high standards in mathematics. The scores reflected a six point increase in students achieving learning gains and a five percent decrease for students achieving high standards when compared with the 2006 test scores. The required level of performance for students achieving high standards was met. The 2008 school performance in mathematics will need to show 65 percent of students achieving high standards and 54 percent making learning gains. Currently 45 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 Data Analysis and Algebraic Thinking. Grade three demonstrated the greatest need for improvement in Number Sense, Measurement and Algebraic Thinking. The data indicated the lowest area of student performance in grades three and five was the Algebraic Thinking strand. An emphasis will be placed on this strand in order to significantly increase student achievement.

### **NCLB Subgroup Target**

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

### Measurable Objective

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

Given instruction based of the Sunshine State Standards, the number of students meeting high standards in grades three through fifth will increase to 62% on the 2008 adminisistration of the FCAT Mathematics Test

| STRATEGIES  | PERSONS RESPONSIBLE   | START DATE | END DATE | ALIGNMENT                    | BUDGET |
|---|---|------------|----------|------------------------------|--------|
| Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.  | Principal/Administrators , Classroom Teachers, Math Facilitator     | 8/20/2007  | 6/5/2008 | Continuous Improvement Model | 0      |
| Utilize Riverdeep and Classworks Gold computer-assisted resources to reinforce and enhance mathematic skills as monitored by the programs management system.                                      | Principal/Administrators, Classroom Teachers                        | 8/20/2007  | 6/5/2008 | Continuous Improvement Model | 0      |
| Analyze results of the Mathematics Assessment program through EduSoft to monitor student progress and to provide data driven instruction.   | Principal/Administrators , Grade Level Chairpersons                 | 9/4/2007   | 6/5/2008 | Other/ Not Applicable        | 0      |
| Implement a fully equipped Mathematics Computer Laboratory to target the lowest 25% population as monitored by program's management system.   | Principal/Administrators , Math Facilitator, Hourly Teacher         | 9/4/2007   | 6/5/2008 | Continuous Improvement Model | 0      |
| Provide an uninterrupted daily 60-minute block in mathematics for grades Kindergarten through Fifth grade and implement the district's pacing guide.  | Principal/Administrators , Classroom Teachers                       | 8/20/2007  | 6/5/2008 | Continuous Improvement Model | 0      |
| 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. | Principal/Administrators , Selected Teachers, and Paraprofessionals | 10/1/2007  | 3/3/2008 | Continuous Improvement Model | 0      |

### 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 (formative)  
Classworks Gold Data (formative)  
Harcourt Mathematics Series Assessments (formative)  
2008 FCAT Mathematics Assessment (summative)

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

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

### **Needs Assessment**

The 2007 FCAT Writing+ results attained from the School Performance Accountability Results indicate that 87 percent of the students tested met the state standard of 3.5 or above in writing. The score reflects a 7 percent increase when compared to the 2006 test results. The needs assessment revealed that students would benefit from 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 through the implementation of the Scott Lake Elementary School-Wide Writing Program. Additionally, professional development needs such as pre-writing skills, vocabulary development, student/teacher conferencing, editing and using the Holistic rubric to score student writings will be addressed.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 3 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

| STRATEGIES   | PERSONS RESPONSIBLE   | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|--|---|------------|-----------|------------------------------|--------|
| Participate in Melissa Forney's Amazing Race: Becoming the Best Writing Teacher conference.  | Principal/Administrators, Classroom Teachers                  | 10/3/2007  | 10/4/2007 | District-wide Literacy Plan  | 1800   |
| Plan, implement and monitor a schedule for writing that includes daily instruction and monthly practice opportunities across the curriculum. | Principal/Administrators, Reading Coaches, Classroom Teachers | 8/27/2007  | 6/5/2008  | Continuous Improvement Model | 0      |
| Implement writing across the curriculum.   | Principal/Administrators, Classroom Teachers                  | 8/20/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Implement classroom journal writing to provide additional writing opportunities.   | Principal/Administrators, Classroom Teachers                  | 8/20/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Utilize writing prompts for grades one through five to ensure that students learn effective narrative and expository writing techniques.     | Principal/Administrators, Reading Coaches, Classroom Teachers | 8/27/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Instruct students in the use of vivid verbs, sentence variety, and conduct student/teacher conferences.                                      | Principal/Administration, Classroom Teachers                  | 8/27/2007  | 6/5/2008  | District-wide Literacy Plan  | 0      |
| Conduct monthly writing assemblies to reinforce writing strategies for students in grade four.   | Principal/Administrators, Reading Coaches Teachers            | 9/4/2007   | 5/19/2008 | District-wide Literacy Plan  | 0      |

### 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 (formative)  
Monthly and Interim writing assessments (formative)  
District Writing Test (DWT) (formative)  
Quarterly Writing Assessments (formative)  
2008 FCAT Writing+ Assessment (summative)



## Science Goal

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

#### **Florida Education Priorities**

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

### **Science Statement**

Students will demonstrate increased performance in Science.

### **Needs Assessment**

The data of the 2007 Science assessment administration reflect a mean scale score of 275. The scores reflects that the mean score stayed the same. The scores also indicate that we are performing slightly below the district's average. The needs assessment revealed that students require improvement in the Life and Environmental strand. 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, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

| STRATEGIES   | PERSONS RESPONSIBLE  | START DATE | END DATE   | ALIGNMENT                    | BUDGET |
|--|--|------------|------------|------------------------------|--------|
| Participate 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.   | Principal/Administrators, Classroom Teachers, Science Fair Coordinator | 10/01/07   | 12/14/2008 | Continuous Improvement Model | 0      |
| Implement the use of computer-assisted research and investigation to enhance scientific learning.  | Principal/Administrators, Classroom Teachers, Science Facilitator      | 8/27/2007  | 6/5/2008   | Education Innovation         | 0      |
| 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.   | Principal/Administrators, Classroom Teachers, Science Teacher          | 9/10/2007  | 6/05/2008  | Education Innovation         | 0      |
| Incorporate the use of 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. | Principal/Administrators, Classroom Teacher, Science Teacher           | 8/20/2007  | 6/5/2008   | Continuous Improvement Model | 0      |
| Provide grade appropriate science content by implementation the District's Pacing Guide.   | Principal/Administrators, Classroom Teachers                           | 8/20/2007  | 6/5/2008   | Continuous Improvement Model | 0      |
| Provide field trip to enhance the learning of scientific exploration in order to increase student achievement in the areas of Scientific Thinking and Life Science.  | Principal/Administrators, Classroom Teachers, Science Facilitator      | 9/10/2007  | 5/30/2008  | Education Innovation         | 1000   |

### 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 (formative)  
McGraw-Hill Science Chapter Assessment (formative)  
FLDOE FCAT Stimulation  
2008 FCAT Science Assessment (summative)  
District Interim Assessments for 5th grade (formative)

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

The data reflected on the 2006-2007 Annual Survey of Title I Parental Involvement indicated that 1,767 parents participated in school-based activities, which was a decrease of 127 parents compared to the previous school year.

### 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 evidence by 2,000 parents participating in school-wide activities during the 2007-2008 school year as documented by sign-in sheets and logs of attendance as compared to 1,767 parents participating during the 2006-2007 school year.

| STRATEGIES  | PERSONS RESPONSIBLE  | START DATE | END DATE  | ALIGNMENT                 | BUDGET |
|---|--|------------|-----------|---------------------------|--------|
| Encourage parent participation in the District Parent Academy courses.  | Principal/Administrators , Community Involvement Specialist                                    | 8/20/2007  | 6/5/2008  | Improve Public Perception | 0      |
| Increase communication with the parents by the use of Connect-Ed.   | Principal/Administrators , Community Involvement Specialist                                    | 8/20/2007  | 6/5/2008  | Improve Public Perception | 0      |
| Recruit parents, participation in decision-making groups such as the PTA and EESAC.   | Principal/Administrators, Community Involvement Specialist, EESAC Chairperson                  | 8/16/2007  | 6/5/2008  | Improve Public Perception | 0      |
| Provide and encourage a parent resource center with instructional materials for check-out and use at home.  | Principal/Administrators, Community Involvement Specialist                                     | 8/16/2007  | 6/5/2008  | Improve Public Perception | 0      |
| 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. | Principal/Administrators , Community Involvement Specialist, Reading Coaches, Media Specialist | 9/6/2007   | 5/30/2008 | Improve Public Perception | 1000   |
| Plan and deliver workshops to empower parents with the skills needed to assist students with home learning activities such as Light Span Achieve Now.   | Principal/Administrators , Community Involvement Specialist, Reading Coaches                   | 9/10/2007  | 5/30/2008 | Improve Public Perception | 1000   |

### 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  
 Parent Teacher Association (P.T.A.) meetings  
 Parent Academy

### Evaluation

Sign-In Sheets  
 Attendance Logs

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety 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 292 Student Case Management (SCM) Forms were written and as a result 3 outdoor suspensions were issued during the 2006-2007 school year. At the current level of performance the school is faced with the challenge to decrease the number of SCMS from 292 to 287 and suspensions from 3 to 2 during the 2007-2008 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 2 outdoor suspensions during the 2007-2008 school year as compared to the 3 outdoor suspensions during the 2006-2007 school year.

| STRATEGIES   | PERSONS RESPONSIBLE   | START DATE | END DATE | ALIGNMENT                        | BUDGET |
|--|---|------------|----------|----------------------------------|--------|
| Display behavior posters in the cafeteria and classrooms as a constant reminder of appropriate behavior. | Principal/Administrators, Safety/Discipline Committee, Teachers, School Counselor | 8/20/2007  | 6/5/2008 | Continuous Improvement Model     | 0      |
| Increase teacher and parent conferences as maintained by logs and rosters.                               | Principal/Administrators, Classroom Teachers                                      | 8/20/2007  | 6/5/2008 | Improve Public Perception        | 0      |
| Position student safety patrols throughout the school's campus.  | Principal/Administrators, Safety Patrol Coordinator                               | 8/27/2007  | 6/5/2008 | Safe and High-quality Facilities | 200    |
| Reinforce positive behavior by implementing daily classroom behavior management system.                  | Principal/Administrators, Classroom Teachers                                      | 8/20/2007  | 6/5/2008 | Continuous Improvement Model     | 500    |
| Provide teachers with additional preventive strategies to decrease off task behaviors.                   | Principal/Administrators, School Counselor  | 8/16/2007  | 6/5/2008 | Continuous Improvement Model     | 0      |
| Reinforce positive student behavior in the cafeteria by implementing a daily behavior management system. | Principal/Administrators, School Counselor, Teachers, Cafeteria Monitors          | 9/4/2007   | 6/5/2008 | Safe and High-quality Facilities | 0      |

### Research-Based Programs

Not Applicable

### Professional Development

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  
 2008 Spring Climate Survey  
 2007-2008 District Reports

## Technology Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **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"/>  |

### **Technology 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 2006-2007 school year 100% of the students were using computers in the classroom. This year we will concentrate on 100% of the students increasing accuracy in assigned computer programs of 70% or higher.

### 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, with increased accuracy.

| STRATEGIES  | PERSONS RESPONSIBLE                          | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|---|--|------------|-----------|------------------------------|--------|
| Utilize technology to reinforce skills across the curriculum.   | Principal/Administrators, Classroom Teachers | 8/27/2007  | 5/30/2008 | Education Innovation         | 0      |
| Utilize computers in grades three through five to construct student made powerpoint presentations.                  | Principal/Administrators, Classroom Teachers | 9/6/2007   | 6/5/2008  | Education Innovation         | 0      |
| Utilize EduSoft to disaggregate student data.   | Principal/Administrators, Classroom Teachers | 9/10/2007  | 6/5/2008  | Education Innovation         | 0      |
| Utilize computerized Smart Boards to enhance curriculum delivery.   | Principal/Administrators, Classroom Teachers | 9/6/2007   | 6/5/2008  | Education Innovation         | 0      |
| Utilize Classworks Gold to reinforce Problem Solving, Data Analysis, Algebraic Thinking, Number Sense and Geometry. | Principal/Administrators, Classroom Teachers | 8/27/2007  | 5/16/2008 | Continuous Improvement Model | 0      |
| Utilize the Reading Plus computerized reading program to reinforce comprehension and fluency skills.                | Principal/Administrators, Teachers           | 8/27/2007  | 5/16/2008 | Continuous Improvement Model | 0      |

### Research-Based Programs

Classworks Gold  
Reading Plus

### Professional Development

Reading Plus  
EduSoft

### Evaluation

Reading Plus Data



## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

|  |   |  |   |   |
|--|---|--|---|---|
| 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"/>  |

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

The data attained from the 2006-2007 FITNESSGRAM indicated that 92 students received awards. The 2008 FITNESSGRAM will need to show that 120 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 based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test

| STRATEGIES  | PERSONS RESPONSIBLE                                   | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|---|---|------------|-----------|------------------------------|--------|
| Monitor physical fitness program to ensure activities are correlated to assessment component items.                 | Principal/Administrators                              | 8/17/2007  | 5/30/2008 | Continuous Improvement Model | 0      |
| Utilize the FITNESSGRAM to assess student performance.  | Principal/Administrators, Physical Education Teachers | 8/27/2007  | 6/5/2008  | Healthcare & Healthy Choices | 0      |
| Implement research projects related to physical fitness.  | Principal/Administrators, Physical Education Teachers | 9/4/2007   | 5/30/2008 | Healthcare & Healthy Choices | 0      |
| Plan activities to promote student improvement in cardiovascular, flexibility, and muscular strength and endurance. | Principal/Administrators, Physical Education Teachers | 8/20/2007  | 6/5/2008  | Healthcare & Healthy Choices | 0      |
| Design an obstacle course of activities to promote physical fitness.  | Principal/Administrator, Physical Education Teachers  | 8/27/2007  | 5/30/2008 | Healthcare & Healthy Choices | 0      |

### Research-Based Programs

FITNESSGRAM

### Professional Development

District and Regional Physical Education inservices

### Evaluation

FITNESSGRAM

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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

### **Electives & Special Areas 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 be incorporated. The data attained from the 2006-2007 school year indicates that 335 students participated in cultural activities during the year. As a result there is a need to increase the amount of students participation to 340 students during the 2007-2008 school year.

### Measurable Objective

Given additional opportunities students will increase their participation in cultural activities during the 2006-2007 school year as evidenced by 335 students participating in the school wide cultural activities as compared to the 2007-2008 school year with 340 students participating.

| STRATEGIES  | PERSONS RESPONSIBLE  | START DATE | END DATE   | ALIGNMENT                 | BUDGET |
|---|--|------------|------------|---------------------------|--------|
| Implement a schoolwide student talent theatrical presentation.  | Principal/Administrators , Music Teacher, Spanish Teachers, Art Teachers | 11/1/2007  | 12/12/2007 | Improve Public Perception | 0      |
| Implementing a school-wide Arts Festival to display students' talents and crafts, and monitored by a parent sign-in sheets. | Principal/Administrators , Music Teachers, Art Teacher, Spanish Teachers | 4/8/2008   | 5/15/2008  | Improve Public Perception | 0      |
| Provide an after-school Chess Program monitored by attendance logs.   | Principal/Administrators, Chess Team Coordinator                         | 9/10/2007  | 5/30/2008  | Education Innovation      | 2500   |
| Provide student participation in the school's orchestra monitored by attendance logs.                                       | Principal/Administrators, Music Teachers                                 | 10/1/2007  | 6/5/2008   | Improve Public Perception | 0      |
| Provide student participation in the school's band monitored by attendance logs.  | Principal/Administrators , Music Teachers                                | 10/01/2007 | 6/05/2008  | Improve Public Perception | 0      |

### 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

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

|  |   |  |   |   |
|--|---|--|---|---|
| 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"/>  |

### **Return On Investment Statement**

Scott Lake Elementary School will rank at the 68th 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 2007, Scott Lake Elementary ranked in the 67th 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 67th percentile in 2007 to the 68th percentile on the next publication on the Index.

| STRATEGIES  | PERSONS RESPONSIBLE                                      | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|---|--|------------|-----------|------------------------------|--------|
| Utilize shared use of facilities, or partnering with community agencies.                  | Principal/Administrators , EESAC committee               | 8/29/2007  | 6/5/2008  | Continuous Improvement Model | 0      |
| Collaborate with the district on resource allocation.                                     | Principal/Administrators                                 | 8/9/2007   | 6/5/2008  | Continuous Improvement Model | 0      |
| Allocate resources or taking advantage of a broader resource base.                        | Principal/Administrators                                 | 9/4/2007   | 6/5/2008  | Continuous Improvement Model | 0      |
| Become more informed about the use of financial resources in relation to school programs. | Principal/Administrators , EESAC committee               | 8/27/2007  | 5/30/2008 | Improve Public Perception    | 0      |
| Establish a greater amount of Dade Partners relationships.                                | Principal/Administrators<br>EESAC committee<br>Counselor | 8/31/2007  | 6/5/2008  | Improve Public Perception    | 0      |

### Research-Based Programs

Not Applicable

### Professional Development

Inservice for stakeholders on efficiency and effectiveness of programs.

### Evaluation

State of Florida ROI Index

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**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 \$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 schoolwide 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.

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***Budget Summary***

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| <b>BY GOAL</b>            | <b>TOTAL BUDGET</b> |
|---------------------------|---------------------|
| Reading                   | 15000               |
| Mathematics               | 0                   |
| Writing                   | 1800                |
| Science                   | 1000                |
| Parental Involvement      | 2000                |
| Discipline & Safety       | 700                 |
| Technology                | 0                   |
| Health & Physical Fitness | 0                   |
| Electives & Special Areas | 2500                |
| Return On Investment      | 0                   |
| <b>Total</b>              | <b>23000</b>        |





# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

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

\_\_\_\_\_  
*Region Superintendent*