FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: SCOTT LAKE ELEMENTARY SCHOOL

District Name: Dade

Principal: Valerie B. Ward

SAC Chair: Shermaine Duffie

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending School Board Approval

Last Modified on: 09-02-2009

VISION and MISSION STATEMENTS

Vision
The vision of Scott Lake Elementary is to work cooperatively to implement instructional strategies and increase student achievement, provide a safe and nurturing learning environment while maintaining high expectations of excellence for all. These are elements that will produce lifelong globally competitive learners.
Mission
The mission of Scott Lake Elementary School is to implement effective research-based instructional strategies and professional development to promote high standards of excellence for all students, teachers, parents and staff. Consistent and constructive strategies will be utilized in order to ensure a safe and nurturing environment. To meet the diverse multicultural needs of students, partnerships will be built among stake-holders and the community.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Scott Lake Elementary was built in 1959 in the North Regional Area, located on 10.8 acres at 1160 N.W. 175th Street in Miami. Scott Lake Elementary has grown throughout the years by adding four new buildings from the original floor plan; a two pack Kindergarten, an eight pack Special Education Program (SPED), 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 four Montessori classrooms.

Unique School Strengths for Next Year

As Scott Lake Elementary School strives to meet Adequate Yearly Progress (AYP), the Mean Developmental Score (DSS) in Reading has increased by a total of 328 points in comparison to the 2008 score. Scott Lake Elementary is an Executive PASS School through the Council for Education Change partnering with the Jessie Trice Community Health Center, Inc. to improve student achievement. Scott Lake Elementary School has also been selected as part of an Alliance for Healthier Generation Schools where students are academically and physically fit. Scott Lake Elementary School has been recognized by the Miami-Dade School Board for the Florida Super State Chess Championship for their team accomplishments placing them in 1st place. Scott Lake Chess Wizards have demonstrated dedication to strengthen their problem-solving, critical thinking, and math skills as well as to boost self esteem and foster good sportsmanship. Fourth grade students and teachers have also achieved significant improvement in the FCAT Writing 2009. The data shows that 88% of the 4th grade students scored at Level 3.5 or above with a 17 point increase compared to 2007-2008 school year. Scott Lake Elementary students and staff have been commended for the outstanding monetary contributions to the United Way of Miami. The Principal and Assistant Principal have been invited to attend a 5 day conference for the Council for Educational Change Executive PASS Partnership Plan in Tampa, Florida during the summer of 2009. The Principal and Assistant Principal of Scott Lake Elementary are currently pursuing a Doctoral Degree at Nova Southeastern University.

Unique School Weaknesses for Next Year

The impact of the economic crisis throughout the nation and ultimately directly affecting school budgets, has negatively affected specific areas of our school budget such as additional support educational opportunities and class size ratios. Due to retirement, Scott Lake will also be replacing the Mathematics/Science Facilitator. The new Mathematics/ Science Facilitator will need to be trained in order to plan and implement effective instructional strategies. The school may also possibly loose one of the Reading Coaches due to promotion to an administrative position. This will affect the monitoring and enhancement of the reading instructional block.

Student Demographics

The school has an enrollment of approximately 645 students in Pre-Kindergarten through fifth grade, and is represented by 86% Black, 8% Hispanic, 5% Asian/Indian/Multiracial, and 1% White. Seventy-seven percent of the students are economically disadvantaged. The English Language Learners (ELL) students account for 5% of the student population and the Students with Disabilities (SWD) students account for 7% of the population. Scott Lake Elementary is a Title I funded school because at least 79% of all students qualified for either free or reduced lunch. The school is designated as a School in Need of Improvement (SINI) 1 for the 2008-2009 school year meeting the state criteria by 97% and deficient by 1% in Mathematics for the Economically Disadvantaged Students. The students performing at Level 1 and Level 2 are 32% in reading and 33% in mathematics.

Recruitment and marketing techniques have been revisited and fine-tuned to aggressively seek and enroll top notch students in the Montessori magnet program.

The school also qualifies for a Voluntary Pre-Kindergarten program (VPK) that services 18 students and has two Pre-K Students with Disabilities (SWD) classes that service 14 students. Additionally, there is a full time gifted teacher that services 26 gifted students.

Student Attendance Rates

Scott Lake Elementary attendance rate has shown consistent improvement over the past three school years. Our attendance rate has surpassed the District's attendance rate of 95.38%. Our average attendance rate has been the following: In 2006-2007, 96.0%, in 2007-2008, 96.94 %. The current attendance rate for 2008-2009 is 97.09%.

Student Mobility

The student population at Scott Lake Elementary School has a mobility index of 21%.

Student Suspension Rates

In 2006-2007, there was no in-school suspensions, in 2007-2008, there were 5 in-school suspensions, and in 2008-2009, there were ten in-school suspensions at Scott Lake Elementary School. In 2006-2007 there were 3 out-of-school suspensions, in 2007-2008, there was 1 out-of-school suspension and in 2008-2009, there were 28 out-of-school suspensions. Due to the increased violation of the Student Code of Conduct and the high rate of suspensions, administration has initiated a new discipline action plan that focuses on positive and proactive strategies and the enhancement of relationships between students, parents, and staff. Some of the strategies in place include, peer counseling, individual counseling, parent conferences, Child Study Team meetings, incentive programs, and referral to an outside agency which has partnered with Scott Lake Elementary for the 2009-2010 school year.

Student Retention Rates

The school's retention rate is 1.8% as compared to the District retention rate of 5.7%. Scott Lake has improved the retention rate by 1.3% in comparison to the 2007-2008 retention rate.

Class Size

The SWD, with the exceptionality of Emotionally Behavior Disorder (EBD), has an average class size as follows: Prekindergarten: 14 students; Kindergarten: 1 student; 1st Grade: 3 students; 2nd Grade: 2 students; 3rd Grade: 3 students; 4th Grade: 6 students; and 5th Grade: 5 students. The average class size in the traditional classrooms is as follows: VPK: 18 students; Kindergarten: 24 students; 1st Grade: 19 students; 2nd Grade: 19 students; 3rd Grade: 20 students; 4th Grade: 23 students; and 5th Grade: 30 students. In the Montessori Magnet program classes average 21 to 1 with a paraprofessional.

Academic Performance of Feeder Pattern

Scott Lake Elementary is part of the Miami Norland Senior High Feeder Pattern. The following schools are part of the feeder pattern: Miami Norland Senior High graded as "D" not making AYP and currently a CORRECT II school, Andover Middle a "D" not making AYP and currently a PREVENT II school, Norland Middle graded as a "C" not making AYP currently a CORRECT I school, Parkway Middle graded as "D" not making AYP and currently a CORRECT II school, Crestview Elementary graded as a "B" not making AYP, Hibiscus Elementary graded as an "B" not making AYP, Myrtle Grove Elementary graded as a "C" not making AYP and currently a CORRECT II school, Norland Elementary graded as a "B" not making AYP and currently a CORRECT I school, Norwood Elementary graded as an "A" not making AYP and currently a PREVENT I school, Parkview Elementary graded as an "A" making AYP and currently a PREVENT I school, Parkway Elementary graded as a "A" making AYP and currently a PREVENT I school. Scott Lake Elementary graded as an "A" not making AYP and currently a PREVENT I school.

Partnerships and Grants

Scott Lake Elementary is part of the Executive PASS Partnership. Through the PASS Partnership, Scott Lake has partnered with Jessie Trice Community Health Center (JTCHC), Inc. The Jessie Trice Community Health Center, Incorporation provides health and nutritional services to students, teachers, and parents. In addition, the JTCHC has also provided incentives for all staff members for teacher appreciation.

Scott Lake Elementary is also a member of the Alliance for Healthier Generation Initiative through the American Heart Association and the William J. Clinton Foundation. The school has received a $2,000.00 grant to purchase materials that promotes healthier lifestyles for the students, staff, and parents.

Scott Lake also received the Media Center Literacy Club Grant in order to enhance the students love for the Sunshine State Readers Books. The funds allowed the Media Center to purchase books from the Sunshine State List of Books and enabled students to participate in a book club and compete with neighboring schools. Scott Lake also received the Laura Bush Foundation Grant of $4,000.00 to purchase library books. Scott Lake was the only school in South Florida to receive this grant. The City of Miami Gardens Police Department has also partnered with Scott Lake Elementary to provide bicycles and helmets for needy students, turkeys for needy families, student incentives, and implement the Kiwana Reading Program for 2nd and

3rd grade students. The City of Miami Gardens Mayors Compact also partners with Scott Lake Elementary to promote community involvement and partnerships.

Scott Lake Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, Atrisk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Valerie B. Ward	BA-Speech Pathology, Florida A&M University; MS-Speech Pathology with certification in Educational Leadership, Nova Southeastern University; Currently working on her doctoral degree-Organizational Leadership Nova Southeastern University	3	13	Principal of Scott Lake Elementary 2008-2009: Grade A, Reading Mastery 60%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 36%. The Black Subgroup did not make AYP in the area of Mathematics. 2007-2008: Grade B, Reading Mastery 68%, Math Mastery 66%, Writing Mastery 74%, Science Mastery 41%, AYP:97% Economically disadvantaged did not make AYP in math 2006-2007: Grade B: Reading Mastery 63%, Math Mastery 55%, Writing Mastery 86%, Science Mastery 27%, AYP 92% Black and Economically Disadvantaged did not make AYP in math. Principal of Biscayne Gardens Elementary 2005-2006: Grade C, Reading mastery 55%, Math Mastery 40%, Writing 80%, AYP 87%, ELL students did not make AYP in Reading, Black Economically Disadvantaged, and SWD did not make AYP in Math. 2004-2005 Grade C, Reading Mastery 51%, Math Mastery 43%, Writing Mastery 78%, AYP 77% ELL students did not make AYP in Reading, Black, Economically Disadvantaged, ELL and SWD did not Make AYP in math.
Assis Principal	Emperatriz Maldonado	BS-Elementary Education, The Union Institute; MS- Educational Leadership, Barry University; Currently working on her doctoral degree-Instructional Leadership Nova Southeastern University	3	3	AP of Scott Lake Elementary 2008-2009: Grade A, Reading Mastery 60%, Math Mastery 65%, Writing Mastery 92%, Science Mastery 36%. The Black Subgroup did not make AYP in the area of Mathematics. 2007-2008: Grade B, Reading Mastery 68%, Math Mastery 66%, Writing Mastery 74%, Science Mastery 41%, AYP:97% Economically disadvantaged did not make AYP in math Math/Science Facilitator of Scott Lake Elementary 2006-2007: Grade B: Reading Mastery 63%, Math Mastery 55%, Writing Mastery 86%, Science Mastery 27%, AYP 92% Black and Economically Disadvantaged did not make AYP in math. Fourth Grade teacher of Biscayne Gardens Elementary

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Claribel Garcia	Professional Educator's: Elementary Ed. M.S. Ed in Reading Education 1-6 ESOL Endorsement Reading Endorsement	6	3	2008-2009 Grade A, Reading Mastery 60%, Writing Mastery 92%. All subgroups made AYP in Reading. 2007-2008: School Grade B. Reading Mastery: 68%, Learning Gains: 65%, Lowest 25% Gains 52%. All subgroups made AYP in reading. 2006-2007: School Grade B. Reading Mastery: 63%, Learning Gains: 68%, Lowest 25% Gains 71%. All subgroups made AYP in reading. Third Grade Teacher at Scott Lake Elementary 2005-2006: School Grade C. Reading Mastery: 63%, Learning Gains: 54%, Lowest 25% Gains 54%. All subgroups made AYP in reading.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Partnering new teachers with veteran staff.	Principal/Assistant Principal	On-going	
2. Departmentalizing third and fifth grade teachers and assigning subjects reflecting the teachers' strengths/ field of study.	Principal/ Assistant Principal	On-going	
3. Interview committee to ensure input from highly qualified staff members on recruiting new teachers.	Principal	On-going	
1. Provide opportunities for educational staff members to receive professional development.	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Janine Burgains	Exceptional Student Education	Gifted Exceptional Student	Ms. Burgains has completed her gifted education classes and is in the process of adding it to her certification. Ms. Burgains will be partnered with the Math/Science Facilitator to develop an enrichment program for our gifted students.
Olive Anderson	Business Education Elementary Education	Second Grade Teacher	Ms. Anderson is in the process of completing the META Decree courses in order to become a Highly Qualified Teacher.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
50	2	36	30	32	34	94	0	4	46

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Ms. Theodore is a beginning teacher	

Anthony Jones	Guerda Theodore	therefore was assigned a mentor. The mentor and mentee were paired because of their Montessori background and same grade level assignments.	Mr. Jones and Ms. Theodore will work together during biweekly meetings. Lesson plans are prepared for future lessons and specific goals are discussed from mentor observations as feedback.
Mary Garcia	Joanne Nesbitt	Ms. Nesbitt is a beginning teacher therefore was assigned a mentor. The mentor and mentee were paired because of their Montessori background and same grade level assignments.	Mr. Jones and Ms. Theodore will work together during biweekly meetings. Lesson plans are prepared for future lessons and specific goals are discussed from mentor observations as feedback.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Scott Lake Elementary receives Title I funds. The funds are utilized to enhance student achievement. Title I funding will be used to train teachers and staff in researched-based strategies to implement appropriate interventions to help low-performing students achieve at higher levels. Title I funds are also utilized to hire additional teachers, a full time computer specialist, a part-time community involvement specialist, a science and math facilitator as well as reading coaches. Additional reading resources such as classroom libraries, computers, intervention reading materials, and supplies to construct classroom centers are also purchased with the funds. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

NA

Title I, Part D

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school
focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson
Study Group implementation and protocols

Title II

N/A

Title III

Services are provided through the district for education materials and English Language Learners (ELL) district support services to improve the education of immigrant and English Language Learners. ELL students are provided with tutorial programs and behavioral counseling services

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

Scott Lake Elementary offers various non-violence and anti-drug programs. The school participates in Do The Right Thing Program (DTRT) through the Miami Dade County Public School system. The counselor, teachers, and parents nominate students that are caught engaging in positive activities throughout the school to be acknowledged during morning announcements broadcast. Scott Lake Elementary also takes part in the Gang Resistance Education and Training (GREAT) program through the City of Miami Gardens Police Department, and the Citizens Crime Watch with informational presentations. The Gang Resistance Education and Training (GREAT) eight-week long program raises awareness among 4th-5th grade students to prevent bullying and gang related activities.

Nutrition Programs

Scott Lake Elementary has also been chosen to participate in The Alliance for a Healthier Generation, which is a joint initiative of The American Heart Association and the William J. Clinton Foundation. A wellness committee has been formed to plan and implement various physical fitness activities throughout the year. Additionally, healthy meals will be planned and served during breakfast, lunch time, and staff meetings.
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parental Involvement Program Description
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
School Improve Grant Fund/School Improvement Grant Initiative
The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.
MDCPS District response:
The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County.
Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational

options, and reculture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

Administrators: will provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
The school's Leadership Team will include additional personnel as resources to the team based on specific problems or concerns as warranted such as the reading and math/ science coaches, special education personnel, school guidance counselor, school psychologist, school social worker, EESAC members, and community stakeholders. The school Leadership Team will develop, implement, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum, assessments and intervention approaches.
Identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. In addition, the Leadership Team includes the Technology Specialist who provides technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. The Media Specialist who evaluates and analyzes the computerized STAR Reading and Accelerated Reader reading comprehension programs and disburses the information to the RtI Leadership Team and teachers. The Grade Level Chairpersons who also provide information about core instruction, participate in student data collection, deliver core instruction/intervention, collaborate with other staff to implement supplemental interventions, and integrates Tier 1 materials/instruction with Tier 2 students.
The Tier 3 students will receive intensive instruction and/ or behavioral interventions provided in addition to and in alignment with effective core instruction and with supplemental instruction and interventions.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The team will meet twice a month to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and examine new processes and skills. While engaging in the previous activities, the team will review State, District and in-house assessment data generated by Edusoft. The data will be utilized to construct focus calendars that will guide data-driven instructional decisions. Progress monitoring data will be reviewed at the grade level and classroom level to identify students who are not meeting, are meeting or exceeding benchmarks. Based on the above information, the team will identify professional development and other resources.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team will meet with the Educational Excellent School Advisory council (EESAC) to develop and implement the school improvement plan (SIP). The team and council will meet monthly to review the progress of the SIP and make adjustments as needed.

Describe the data management system used to summarize tiered data.

Baseline data: Florida Assessment for Instruction in Reading (FAIR), Miami-Dade County Public Schools Baseline Assessment, Miami-Dade County Public Schools Interim Assessment, Florida Comprehensive Assessment Test (FCAT), Stanford Achievement Test (SAT).
Progress Monitoring: Miami-Dade County Public Schools Interim Assessment, Biweekly Benchmark Assessments, Florida Assessment for Instruction in Reading (FAIR)
Midyear: Miami-Dade County Public Schools Interim Assessment, Florida Assessment for Instruction in Reading (FAIR), End of year: SAT, FCAT, Florida Assessment for Instruction in Reading (FAIR),
Frequency of Data Days: twice a month for data analysis.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time, professional development days and small sessions will occur throughout the year.

School Wide Florida's Continuous Improvement Model

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: The strengths that were identified in the 2009 FCAT third grade in the area of Reading included Reference and Research with an average score of 67%. In the area of third grade Mathematics, the strengths included Geometry and Data Analysis with an average score of 71% for both clusters. The strengths identified in fourth grade in the area of Reading were Words and Phrases and Reference and Research with an average score of 71% and 75% respectively. In the area of Mathematics for fourth grade the strengths identified were Geometry and Data Analysis with an average score of 71% for both clusters. The strengths identified in fifth grade in the area of Reading were Comparisons and Reference and Research with an average score of 60% and 67% respectively. In the area of Mathematics for fifth grade the strengths identified were Number Sense, Measurement, and Geometry with an average score of 54%, 55%, and 54% respectively. In the area of Science the fifth grade strengths included Life and Environmental Science with an average score of 62%.

Weaknesses: The weaknesses that were identified in third grade in the area of Reading were Words/Phrases and Comparisons with an average score of 56% for both clusters. In the area of Mathematics for third grade the weaknesses were Number Sense and Measurement with an average score of 58% and 50% respectively. The weaknesses identified in fourth grade in the area of Reading included Comparisons with an average score of 59%. In the area of Mathematics for fourth grade the weaknesses identified included Algebraic Thinking with an average score of 57%.The weaknesses identified in fifth grade in the area of Reading included Main Idea and Words and Phrases with an average score of 50% and 57% respectively. In the area of Mathematics for fifth grade the weaknesses identified included Algebraic Thinking and Data Analysis with an average score of 45% and 50% respectively. In the area of Science the fifth grade weaknesses identified was Scientific Thinking with an average score

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars (IFCs) will be created in July 2009. The IFCs will be updated after each of the District Interim Assessment and Florida Assessment of Instruction in Reading (FAIR) as determined by disaggregated data results. The 2009 FCAT results, 2009 SAT results, and the District Pacing Guides which incorporates the benchmarks were utilized to develop the IFCs. The duration of instruction for each Benchmark will be determined by the District Pacing Guides and adjusted by the classroom teachers to meet the needs of their students. The teachers are responsible for the instructional focus, group size and differentiated instructions and to allow students opportunities to practice before assessing and re-teaching to assure understanding. Adminstration will conduct classroom visits, monitor teacher data and conduct meetings to ensure that the IFCs are utilized and implemented effectively. The Reading and Mathematics coaches will be assigned to teachers that are in need of additional coaching.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea and Comparison were the least proficient strands and will be given priority focus.
Writing: Both Expository and Narrative will be given priority focus in that the students scored at the 4.0 level on both parts of the FCAT Writing Assessment.
Mathematics: Measurement was the least proficient strand and will be given priority focus.
Science: Earth and Space Science and Scientific Thinking were the least proficient strands and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the RTL Leadership Team determined student learning gains by teacher. Administration will make adjustments to the master schedule to better address the needs of the students. Teachers that reflected the greatest amount of learning gains will be paired with the low performing students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Teachers will display relevance of each lesson on the board daily and make real life connections through the integration of current events

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet on a weekly basis to determine the areas of students' strengths and weaknesses as evident of their classroom assignments, teacher observation, classroom assessments. Best practices and resources will be shared. Lesson plans will also be constructed to offer differentiated instruction to address the needs of students that are performing at all instructional levels.

How are instructional focus lessons developed and delivered?

Instructional focus lessons will be developed by the teacher and instructional coaches in order to provide effective remediation for struggling students based on previous assessment results. The teachers will implement remediation activities aligned with Benchmarks that are annually assessed on the FCAT during 10-15 minutes small instructional groups after whole group instruction is completed.

How will instructional focus lessons be revised and monitored?

Careful analysis of the weekly assessment data based on the focus lesson will determine if the lesson was successful or needs to be re-taught. Teachers and administrators will ensure the mastery of the focus lesson based on the Benchmark after analyzing weekly data and after they are reassessed throughout the year.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments will be administered on a bi-weekly basis based on the focus lessons with 5 questions per Benchmark.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be at 70% to ensure student proficiency of each benchmark. An Item-Analysis report generated by Edusoft will inform the teachers if the lesson needs to be re-taught based on the most frequent incorrect answer. Teachers will use the data to create small group and differentiated instruction to those students earning less than 60%, additional instruction and practice will be given to those students earning between 60-70%, and enrichment/advanced instruction to those students earning between 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students performing at or above mastery level will receive additional opportunities to enhance or enrich focus skills through centers, educational computerized programs, hands-on activities or projects.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly throughout the year. The grade level chairperson will keep the agenda and notes after meetings. The Leadership Team will meet with the teachers after Interim Assessments, FAIR and baseline assessments to discuss students' progress and implement teaching strategies that will address the students' individual needs. The Leadership Team will revise the Instructional Focus Calendar based on the weakest benchmark after each assessment to ensure mastery. The meetings will be facilitated by the instructional coaches and one of the coaches will record notes from the meeting to be submitted to administration.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers individually after Interim Assessments, FAIR and baseline assessments to discuss students' progress and implement teaching strategies. During these meetings, lesson plan and data binders will be utilized to provide evidence of instruction, assessment, and differentiation to address individual needs. Teachers' notes and observations will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs such as Brainchild, Ticket to Read and Classworks will be utilized in addition to Internet instructional Web sites such as FCAT Explorer. District resources such as Voyager Passports and other resources and strategies provided at professional development workshops will also be utilized.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs such as Brainchild, Ticket to Read and Classworks will be utilized in addition to Internet instructional Web sites such as FCAT Explorer. Teachers will utilize instructional strategies discussed in Professional Learning Communities to provide different methods of instruction to students in non-mastered areas. District resources such as Voyager Passports and other resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery will be required to participate in additional in-house and after school tutorial sessions.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by student data, teacher needs assessment, administrator's walkthroughs, and instructional coaches' recommendations will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students are selected for supplemental and intensive instruction/ interventions based on students' testing data, teacher, coaches, administrators and counselor recommendations. Students not making mastery will be offered after-school Supplemental Educational Services (SES), as well as assistance during the regular school day from instructional coaches, and support staff.

How will the effectiveness of the interventions be measured throughout the year?

The students will be monitored throughout the year. All personnel providing services to a student not making mastery will meet with administration to discuss students' progress as evidence of classroom assignment and assessment data. Factors hindering implementation of a strategy (attendance, behavior, etc.) will also be addressed and resolved. Strategies that are proven to be unsuccessful will be eliminated and replaced with additional research based intervention strategies and best practices. Custom Group reports will also be utilized to determine the effectiveness of supplemental instruction based on student assessments.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students exceeding mastery levels will participate in explicit and deep understanding of instruction through the Gifted program. Classroom teachers will also use higher order thinking questioning and supplemental materials while unwrapping the Benchmarks.

Describe how students are identified for enrichment strategies.

FCAT and SAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in the school Gifted program. Teacher recommendation is also taken into consideration.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The Professional Learning Communities will be configured as follows:				

Grades K-2 will consist of grade level teams and grades 3-5 will consist of content area teams. A team leader will be selected for each group.	Professional Learning Liason and Team Leader	Once a month	Wednesdays at 2:15 p.m.	Sharing of Best Practices, construction of lesson plans, team building, activities, and book studies.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Notification of (School in Need of Improvement) SINI Status (Uploaded on 8/17/2009 2:16:48 PM)

- Public School Choice with Transportation (CWT) Notification
  No Attached Public School Choice with Transportation (CWT) Notification

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Supplemental Educational Services (SES) Notification (Uploaded on 8/17/2009 2:17:03 PM)

Pre-School Transition

Title I schools should include the following:
Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Establish or expand the "Welcome to Kindergarten" program to build partnership with local early
education programs, including the in-school prekindergarten program. Through this joint venture,
parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of
neighborhood centers.
The office staff will distribute the Scott Lake Parent Handbook, which includes Kindergarten preparation information. Additional documents are also available to interested parents throughout the year.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 60% of students achieved proficiency on the 2009 administration of the FCAT Reading Test. This represents a decrease of 4% compared to 64% who achieved mastery in 2008. The third grade lowest scoring proficiency level was Words/ Phrases and Comparisons with 56%. The fourth grade lowest scoring proficiency level was Comparisons with 59% and the fifth grade lowest scoring proficiency level was Words/ Phrases with 50%.			Given instruction using the Sunshine State Standards, 72% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new Florida Assessment For Instruction in Reading (FAIR) assessment to monitor student progress.	Administration and Reading Coaches	Review FAIR data reports to ensure teachers are assessing students according to schedule.	1. Printout of FAIR assessments. 2.Bi-Weekly assessments. 3.District Interim assessments
2	Incorporate effective teaching strategies such as the implementation of centers and differentiated instruction to develop students' understanding of reading skills through a variety of classroom activities based on students needs and learning styles.	Administration and Reading Coaches	Follow the Instructional Focus Calendar and District's Pacing Guide. Lesson plans will be reviewed during classroom walk throughs.	1. Bi-Weekly assessments 2. District Interim assessments 3. Classroom Walkthrough Log
3	Utilizing computer-assisted resources such as Ticket To Read, Brainchild, and Classworks Gold, to reinforce and enhance reading skills.	Administration and Reading Coaches	Teachers will use District approved computer programs to reinforce or enhance skills learned by using the programs management system to assign learned skills.	3. Review the computer programs monitoring system to review progress of reading skills.

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Reading data, 61% of students in the Black subgroup scored at or above level 3. This represents a 1% decrease compared to 62% in 2008. Words and Phrases in Context was the lowest scoring proficiency level with an average of 59% in grades 3-5.			Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 in the Black subgroup will score at or above level 3 on the administration of the FCAT Reading Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1 Determine core instructional needs by reviewing baseline, interims, and on-going in-house assessments data for all students in the Black	Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Student data will be	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark

		calculated and charted to closely monitor student progress and necessary adjustments will be made.	2 towards Benchmark 3.
subgroup. Plan for supplemental reading instruction and tutoring opportunities in addition to the 90-minute reading block.			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test	Effective use of the Instructional Focus Calendar and District's Pacing Guide	Reading Coaches	August 2009	Lesson Plans Classroom visits	Principal, Reading Coaches
Given instruction using the Sunshine State Standards, 72% of students in grades 3-5 in the Black subgroup will score at or above level 3 on the administration of the FCAT Reading Test.	Effective use of the Reading Coach's time.	Assistant Principal	August-September 2009	The coaches' weekly log will be shared with the Principal and Reading Coaches	Principal, Reading Coaches

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Ticket to Read	District Funds	$1,758.00
Brainchild	School Funds	$3,000.00
		Total: $4,758.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Coverage	School Funds	$35,000.00
		Total: $35,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $39,758.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grades 3-5, 65% of students achieved proficiency on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 1% compared to 61% who achieved proficiency in 2008. The third grade lowest scoring proficiency level was Measurement with 50%. The fourth grade lowest scoring proficiency level was Algebraic Thinking with 57% and the fifth grade lowest scoring proficiency level was Algebraic Thinking with 45%.		Given instruction using the Sunshine State Standards, 74% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Assist teachers develop and implement more lessons that require the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal and Math/Science Facilitator	Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	1. Progress of students on biweekly assessments and District Interim Assessments 2. Classroom walkthroughs by administrators and Math/Science Facilitators.
2	Incorporate effective teaching strategies such as making learning concrete and meaningful and addressing all learning styles of students to develop understanding of math concepts through a variety of classroom activities.	Principal and Math/Science Facilitator	Follow the Instructional Focus Calendar and District Pacing Guide.	2. Progress of students on biweekly assessments and District Interim Assessments
3	Utilizing computer-assisted resources such as Classworks Gold and Brainchild to reinforce and enhance mathematics skills.	Principal and Math/Science Facilitator	Teachers will use District approved computer programs to reinforce or enhance skills learned by using the programs management system to assign learned skills.	3. Review the computer programs monitoring system to review progress of math skills.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on the 2009 FCAT Mathematics data, 62% of students in the Black subgroup scored at or above level 3. This subgroup did not make Adequate Yearly Progress (AYP).		Given instruction using the Sunshine State Standards. 68% of students in the Black subgroup in grades 3-5 will achieve proficiency levels on the 2010 administration of the FCAT Mathematics Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Determine instructional needs by analyzing data for all students within the lowest quartile. Plan differentiated instruction using evidence-based instruction and hands-on intervention strategies within the mathematics blocks.	Principal and Math/Science Facilitator	Leadership team will monitor data reports and administration will ensure the implementation of differentiated instruction strategies.	1. Data reports generated from Edusoft/ Examview

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the					

Sunshine State Standards, 74% of students in grades 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Effective Implementation of the Instructional Focus Calendar aligned with the Big Ideas using the District Pacing Guides	Math/Science Facilitator	August 2009	1. Modeling lessons 2. Assistance with lesson planning using the District Pacing Guide.	Principal Math/Science Facilitator
Given instruction using the Sunshine State Standards. 68% of students in the Black subgroup in grades 3-5 will achieve proficiency levels on the 2010 administration of the FCAT Mathematics Test.	Development and implementation of effective differentiated instructional skills.	Math/Science Facilitator	August and September 2009 in grade level meetings	1. Math/Science Facilitator will assist teachers in creating hands-on activities. 2. Classroom visits to observe the implementation of strategies.	Principal Assistant Principal Math/Science Facilitator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Classworks Gold	School Funds	$0.00
Brainchild	School Funds	$3,000.00
		Total: $3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $3,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009, FCAT Science data, 36% of students achieved proficiency. This represents a decrease of 5% compared to 41% achieving proficiency in 2008. The Scientific Thinking cluster was the lowest scoring cluster with 54% of students meeting proficiency levels. This represents a 4% points decrease in comparison to 58% in the 2008 FCAT administration		Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Establish a science lab for students in grades 3-5.	Principal and Math/Science	Utilize a science lab and schedule that will be	Improvement on the science mini-

	Teachers and science coach will work cooperatively to develop and implement hands-on laboratory experiments two times per week and follow-up lessons on Brainchild.	Facilitator	implemented with fidelity and monitored by the Principal and Math/Science Facilitator.	assessments, biweekly Benchmark assessments and District Interim Assessments
2	Teachers will utilize the district pacing guide aligned with the Big Ideas in order to ensure instruction of all tested benchmarks.	Principal and Math/Science Facilitator	Administration will monitor the implementation of pacing guides in lesson plans through walk-throughs and teacher observations.	Improvement on the science mini-assessments, biweekly Benchmark assessments and District Interim Assessments
3	Teachers in grades 3-5 will put into practice the use of student lab reports as part of all science hands-on activities.	Principal and Math/Science Facilitator	Administration, leadership team, and teachers will work cooperatively to monitor the quality of completed student lab reports.	Improvement on the science mini-assessments, biweekly Benchmark assessments and District Interim Assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	Effective Implementation of the Instructional Focus Calendar aligned with the Big Ideas using the District Pacing Guides	Math/Science Facilitator	August 2009	1. Model Lessons 2. Science teachers plan with the help of the Math /Science Facilitator 3. Use of Science Lab for hands-on activities/	Principal Assistant Principal Math/Science Facilitator
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	Effective teaching strategies for hands-on science activities and the Science Fair	District Professional Development	Throughout the 2009-2010 school year	1. District follow-up assignments completed in the classrooms. 2. Math/Science Facilitator observations.	Principal Principal Assistant Principal Math/Science Facilitator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
Brainchild	School Funds	$3,000.00
		Total: $3,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $3,000.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
On the 2009 administration of the FCAT Writing Test, 92% of the students in 4th grade scored level 3.5 or above in writing. This represents a increase of 18% compared to 74% of the 4th grade students who scored 3.5 or above in 2008	1.Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 93% of the 4th grade students will achieve a 4.0 or above.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize the school's writing plan in which students are administered bi-weekly prompts and teachers are provided with engaging writing activities. Students will use the writing process daily; all writing will be recorded in a journal for monitoring of growth across time.	Principal, Reading Coaches	A school- wide consistent method of saving student work will be established. During the class period, students will keep the writing notebook in an accessible place in the classroom for the Principal and Reading Coaches to walk through to monitor.	Progress between the District Pretest Prompt and Mid-year Promp
2	The revision and editing process will be explicitly taught and seen in student writing drafts.	Reading Coaches, Principal	Administration and Reading Coaches will monitor revision and editing process by reviewing student drafts.	Progress between the District Pretest Prompt and Mid-year Prompt.
3	Students will participate in monthly whole group writing assemblies to receive explicit focus lessons from experienced writing teachers.	Teachers, Reading Coaches, Principal	Teachers and Reading Coaches will monitor, review and score student writing samples. Percent of students making adequate progress toward goal will be determined once every month by comparing writing trend data to expected proficiency.	Progress between the District Pretest Prompt and Mid-year Prompt.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 93% of the 4th grade students will achieve a 4.0 or higher.	Teaching the use of effective writing practices and strategies.	Reading Coaches	August 2009	Monitor student writing journals. The students will use the writing rubric to revise essays and improve grammar skills.	Administration, Reading Coaches

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
Journals for student writing	EESAC	$400.00
		Total: $400.00
		Final Total: $400.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the School Climate Parent Survey, 19% of student parents attended four or more school activities in the 2008-2009 school year. This represents a decrease of 1% in comparison to 20% in the 2007-2008 school year,		Increase parent participation in four or more school activities to 30% in the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Security and clerical staff will participate in customer service training.	Assistant principal	Collect customer satisfaction surveys in office suggestion box	Customer satisfaction survey
2	Monthly family events in Parent Resource Center	Assistant principal/Community Involvement Specialist (CIS)	Maintain activity notebook with fliers and sign-in sheets	Parent interviews
3	Classroom teachers encouraged to make regular phone calls with positive messages	Grade level chairs	Collect phone logs	Parent Involvement Survey results 2010

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the School Climate Parent Survey, 47% of student parents felt included in matters affecting their child's progress. This represents a decrease of 10% in comparison to 57% in 2007-2008.		Increase teacher-parent social interactions involving academic progress in the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer meetings before and after school.	Administration/Community Involvement Specialist (CIS)	Review parent telephone logs	Parent Attendance sign- in sheets
2	Use of CoNect Ed messaging system.	Selected School Staff	Collect participation data.	Parental Involvement Monthly School Report.

3	Maintain parental telephone logs and activity reports.	CIS	Tally Parental Involvement Monthly School and Activity Reports.	Parental Involvement Monthly Activities Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase parent participation in four or more school activities to 30% in the 2009-2010 school year	Customer Service	Community Involvement Specialist	Ongoing throughout the 2009 – 2010 school year	Customer Satisfaction survey	Principal
Increase teacher-parent social interactions involving academic progress in the 2009-2010 school year.	Customer Service	Administration	Ongoing throughout the 2009 – 2010 school year	Effective will be determined by the completion of parent surveys.	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Handbooks	Title 1 Funds	$1,000.00
		Total: $1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
Community Involvement Specialist	School Funds	$4,000.00
		Total: $4,000.00
		Final Total: $5,000.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Reading	Ticket to Read	District Funds	$1,758.00
Reading	Brainchild	School Funds	$3,000.00
Mathematics	Classworks Gold	School Funds	$0.00
Mathematics	Brainchild	School Funds	$3,000.00
Parental Involvement	Parent Handbooks	Title 1 Funds	$1,000.00
			Total: $8,758.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Science	Brainchild	School Funds	$3,000.00
			Total: $3,000.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute Coverage	School Funds	$35,000.00
			Total: $35,000.00

Other

Goal	Description of Resources	Funding Source	Available Amount
Writing	Journals for student writing	EESAC	$400.00
Parental Involvement	Community Involvement Specialist	School Funds	$4,000.00
			Total: $4,400.00
			Final Total: $51,158.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene   jn Correct II   jn Prevent II   jn Correct I   jn Prevent I   jn NA

Show Attached school's Differentiated Accountability Checklist of Compliance (Uploaded on 8/17/2009 1:46:43 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Principal's Internal Funds for fieldtrips, lunch money, Open House security, and student incentives	2999
Awards Certificate and Trophies for Award Ceremonies	1500
Writing Journals	400

Describe the Activities of the School Advisory Council for the Upcoming Year

The Educational Excellence School Advisory Council (EESAC) has an important function for the success of Scott Lake Elementary.
Listed below are some of the functions of the SAC.
• Sponsors educational field trips.
• Organize Multicultural Arts Festival.

- Organize and sponsor the End-of-the-Year Awards Ceremonies.
- Sponsor drives to increase parent involvement.
- Sponsors FCAT/SAT Family Fun Night Event.

SAC Members

Members

1) Valerie B. Ward, Principal

2) Sharmaine Duffie, SAC Chair

3) Ke'Andre Bennett, Student

4) Claribel Garcia, Teacher

5) Hilliaery Joseph, Teacher

6) Alia Joseph, Teacher

7) David Williams, Business Member

8) Brad Sneff, Parent

9) Deborah Bells, Parent

10) Fionna McCullough, Parent

11) Linda Latham, Parent

12) Angela Bernal, School Support Personnel

13) Wildred Jacques, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 — Dade SCOTT LAKE ELEMENTARY SCHOOL 4881

Number of students enrolled in the grades tested:

Click here to see Number of students in each group

Read: 281 Math: 281 | 2008-2009 School Grade[1]: A | Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).

This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL[4]	100	Y	100	Y	60	N	65	N	91		Y			NA	36	40	N	37	35	N	67	Y	64	N
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	61	N	62	N	93		Y			NA	38	39	N	39	38	N	67	Y	62	N
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	N	65	N	87		Y			NA	39	42	N	39	35	Y	66	Y	63	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 — Dade SCOTT LAKE ELEMENTARY SCHOOL 4881

Number of students enrolled in the grades tested:

Click here to see Number of students in each group

Read: 269 Math: 269 | 2007-2008 School Grade[1]: B | Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).

This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL[4]	100	Y	100	Y	64	Y	63	Y		91	Y			NA	39	36	NA	48	37	NA	68	NA	65	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	62	Y	61	N		93	Y			NA	42	38	NA	53	39	Y	67	NA	64	NA
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	Y	61	N		87	N			NA	43	39	NA	49	39	N	67	NA	62	N
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 — Dade SCOTT LAKE ELEMENTARY SCHOOL 4881

Number of students enrolled in the grades tested:

Click here to see Number of students in each group

Read: 284 Math: 284 | 2006-2007 School Grade[1]: B | Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]).

This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]).

This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL[4]	100	Y	100	Y	61	Y	52	N	90		Y			NA	46	35	NA	44	48	N	60	NA	54	N
WHITE		NA		NA		NA		NA			NA			NA			NA			NA				
BLACK	100	Y	100	Y	58	Y	47	N	89		Y			NA	49	39	NA	49	53	N	57	NA	51	N
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	57	Y	51	N	89		Y			NA	50	39	NA	47	49	N	57	NA	52	N
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA				

SCHOOL GRADE DATA

Dade School District
SCOTT LAKE ELEMENTARY SCHOOL
2008-2009

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	68%	92%	36%	260	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	61%			130	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level

					1 or 2	
Adequate Progress of Lowest 25% in the School?	72% (YES)	67% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					529	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
SCOTT LAKE ELEMENTARY SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	66%	74%	41%	249	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	74% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					509	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
SCOTT LAKE ELEMENTARY SCHOOL
2006-2007

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	55%	87%	27%	232	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	60%			128	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	65% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested