Polk County Public Schools

Scott Lake Elementary School

2017-18 Schoolwide Improvement Plan

Scott Lake Elementary School

1140 COUNTY ROAD 540A E, Lakeland, FL 33813

http://schools.polk-fl.net/scottlake

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Scott Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

With the support of family and community, our mission at Scott Lake Elementary is to cultivate joy and pride in learning, so that students will become caring responsible citizens and lifelong learners.

b. Provide the school's vision statement.

With school, family, and community working together, Scott Lake Elementary will cultivate joy and pride in learning so that students will become caring, responsible citizens and lifelong learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school organizes events to foster the relationship between teachers, students, and their families. Back to School night and the Title I Annual Parent Meeting is held in the first few weeks of school so the parents can meet their child's teacher and learn about the school's goals for parent involvement and academic achievement. Grade levels prepare parent nights where the students share work and teachers present at-home curriculum activities and grade level information. Scott Lake also participates in the district WE3 Expo as a way of showcasing the opportunities the school affords students. When working with students and families, our staff incorporates Franklin Covey's Leader In Me principles that are based on the Seven Habits of Highly Effective People. The program is implemented school-wide and teaches 21st-century leadership and life skills to students. As the students begin to demonstrate these principles, it creates a culture of student empowerment based on the idea that every child can be a leader. Our school social worker and guidance counselor also play an important role as the liaison between the school and those families that are not able to make school appointments or who may need assistance in becoming better acclimated to the school.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Scott Lake has protocols and procedures that are enacted school-wide by all staff that demonstrates that student safety is a main priority. A School Emergency Response Team (SERT) has been implemented to establish appropriate practices in case of an emergency. Students are monitored at all times while on campus both before, during, and after school. Students are assigned an area of the campus where they must go to wait until the bell rings in the morning, and school personnel are assigned to these areas to monitor the students. During afternoon dismissal, school personnel are again assigned to key areas throughout the school so that the students are constantly under adult supervision. To further support Kindergarten students, 5th-grade patrol students escort the kindergartners to their dismissal location. Additionally, security cameras have been strategically located in the main office, the front parking lot, the service gate behind the cafeteria, and the student drop-off portion of the car line to provide added security for both students and staff. Scott Lake Elementary is implementing the principles of the 7 Habits of Highly Effective People that is incorporated within the transformational process found in The Leader in Me book by Stephen Covey. The focus is to teach students the necessary 21st century leadership and life skills and strengthen the school culture by empowering students based on the idea that every child can be a leader.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Scott Lake is proud to be a Positive Behavioral Interventions and Support (PBIS/CHAMPS) school. The school-wide expectations are posted throughout the campus and in each individual classroom. Teachers develop behavior interventions to be used in the classroom with the support of the guidance counselor. Students who are not successful with the CHAMPS/school-wide behavior plan are referred to the Multi-tiered Systems of Support (MTSS) team for behavioral interventions. If needed, the MTSS team and parents are involved in developing a Tier 2 behavior plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior plan with parent permission. A functional behavior assessment is conducted for ten school days for these Tier 3 students. The results are analyzed to determine if further intervention is needed. The school also uses the District Code of Conduct as a guide for determining appropriate actions for discipline incidents, thus ensuring that discipline is fairly and consistently enforced. Parental support is encouraged as they are informed daily through the agenda regarding their child's behavior. Students who exhibit consistent positive behavior attend the monthly leadership reward day.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Scott Lake uses our school-wide PBIS/CHAMPS behavior plan and The Leader in Me principles to meet the social-emotional needs of all students. Character education lessons are provided weekly by the classroom teacher as a way of teaching and supporting students with conflict prevention and resolution. During these lessons, the students are also encouraged to discuss the positive choices made during the week. Students who require Tier 2 and Tier 3 behavioral interventions will be addressed by the Leadership Team, and a plan will be developed in conjunction with the classroom teacher and support personnel as necessary.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Scott Lake uses the following early warning indicators to identify the at-risk population: Absent 10% or more of the days enrolled regardless of whether the absence is excused, unexcused, or a result of out-of-school suspension; over-age two or more years for the grade level; the total number of Out of School Suspension (OSS) days that is greater than three; course failure in English Language Arts (ELA) or mathematics; a Level 1 score on the statewide, standardized assessments in ELA and/or mathematics.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	14	11	18	9	16	0	0	0	0	0	0	0	85
One or more suspensions	5	18	6	2	7	10	0	0	0	0	0	0	0	48
Course failure in ELA or Math	10	2	0	1	4	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	18	27	36	0	0	0	0	0	0	0	81
Over-age 2 or more years for the grade level	0	0	0	2	0	1	0	0	0	0	0	0	0	3

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	3	1	3	6	14	0	0	0	0	0	0	0	29

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Scott Lake employs a variety of intervention strategies to improve the academic performance of the students identified by the early warning system. For attendance issues, teachers follow the district guideline of letters being sent home notifying parents that their student's absences are showing patterns of non-attendance. If absences continue, parent meetings are scheduled with the school's problem-solving team and the social worker becomes involved by making home visits as necessary.

For academic and behavioral concerns, teachers develop behavior/academic interventions to be used in the classroom. Students who are not successful with the PBIS/CHAMPS/school-wide behavior plan or Tier 1 interventions are referred to the MTSS team for further behavioral and academic interventions. The MTSS team and parents are involved in developing a Tier 2 behavior and/or academic plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior/academic plan with parent notification. Scott Lake also uses our school-wide PBIS/ CHAMPS plan; The Leader in Me - 7 Habits principles; and Tier 2 check-in/check-out support to meet the behavior and academic needs for these students. Students requiring intensive intervention can receive a Tier 3 level of support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 432303.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Scott Lake includes business partners and Parent, Teacher Organization (PTO) members in School Advisory Council (SAC) activities. We encourage all SAC members to participate in monthly meetings where various school issues are discussed and voted upon. These include but are not limited to the following: approval of the School Improvement Plan (SIP); analysis of school data and annual performance; voting on lottery fund expenditures; and review of the District Strategic Plan. Business Partners are highlighted on the school marquee, through school spirit nights, and included in the school/ PTO correspondence, providing advertising for their businesses.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Reimer, Dr. Ruth	Principal
Kaufmann, Ron	Assistant Principal
Shim, Candace	School Counselor
Thomas, Jackie	Instructional Coach
Single, Tracy	Teacher, ESE
Hutchins, Katrina	Instructional Coach
Payne, Mallory	Teacher, K-12
Widner, Deborah	Instructional Media

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Members of the Leadership Team assist with the development of the SIP. The team provides instructional strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. They help set clear expectations for instruction and provide relevant professional development and modeling as needed. All students academic progress is consistently monitored to ensure a year's worth of growth. Students in the lowest quartile are closely monitored with the assistance of the classroom teacher and the MTSS team, interventions are determined and put into place for struggling students. The information and data collected are used to understand barriers, determine the effectiveness of the strategies, and determine which evaluation tools should be used.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To identify and align all available resources in order to meet the needs of all students and maximize desired student outcomes, the school leadership uses the following data:

- Baseline Data:
K - 5 Beginning-of-the-year Writing Assessment
Grades 1-5 STAR Reading
Grades 1-5 STAR Math
K - 2 STAR Early Literacy
Kindergarten FLKRS STAR Early Literacy
Grades K-5 I-Station Reading and Math
Florida Standards Assessments (FSA)
Florida Standards Alternate Assessments (FSAA)
ACCESS
Classroom Assessments
Lowest 30% data

- Progress Monitoring:
Grades K-5 STAR Reading
Grades 1-5 STAR Math
K-2 STAR Early Literacy
K-5 I-Station Reading and Math
Levels of Mastery
Tier 2 and Tier 3 Progress Monitoring Tools
Go Math Assessments
Reading Wonders Weekly and Unit Assessments
District Math and Science Module Assessments
District Writing Portfolio Assessments

- Midyear:
Grades K-5 STAR Reading
K-2 STAR Early Literacy
Grades 1-5 STAR Math
K-5 I-Station Reading and Math
K-5 Mid-term Writing Assessment
Classroom Assessments

- End-of-year:
Grades K-5 STAR Reading
K-2 STAR Early Literacy
Grades 1-5 STAR Math
K-5 I-Station Reading and Math
FSA
FSAA
ACCESS
Classroom Assessments
K-5 End-of-year Writing Assessment

- Frequency of Data Collection:
Grades K-5 STAR Reading - Three times a year
Grades 1-5 STAR Math - Three times a year
K-2 STAR Early Literacy - Three times a year
K-5 District Writing Assessment - Three times a year
I-Station Reading and Math - monthly

FSA - Yearly
FSAA - Yearly
ACCESS - Yearly
Classroom Assessments - Chapter and Unit Tests
Tier 2 and Tier 3 - as defined by the students' Intervention Plan
Lowest 30% data - Quarterly

The data obtained from these assessments taken throughout the year are used to problem solve and help determine how to apply resources for the highest impact on student achievement. For example, Exceptional Student Education (ESE) and English Speakers of Language (ESOL) students are clustered in order to maximize the ESE Inclusion Teacher and ESOL Paraprofessional's time with this student population. Therefore, a determination is made through discussions with these teachers, the general education teacher, and the leadership team, along with an analysis of student data, to determine how many inclusion and ESOL clustered classes may be needed each year. The principal is responsible for conducting the planning sessions and the leadership team meets on a weekly basis to discuss present and future personnel and/or instructional needs. Scott Lake is a Title 1 school and receives additional federal supplementary dollars. The majority of the funds received go toward the purchase of additional support personnel (a literacy coach and a math coach). The school is also fortunate to be strongly supported by the PTO Board and community business partners that provide supplemental funds for student and teacher instructional needs. The School Technology Services (STS) department provides technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. The department also provides additional hardware/equipment the school may need when supplemental funds are available. The Hearth program, funded through Title X, provides support for identified homeless students. Students with housing needs are referred to the Homeless Student Advocate. An electronic tracking system, database, or spreadsheet is maintained for all the resources that are made available to the school.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Dr. Ruth Reimer	Principal
Ron Kaufmann, Jr., Assistant Principal	Education Support Employee
Ana Fernandez	Education Support Employee
Jacqueline Thomas	Education Support Employee
Kevin Humpries, Chairman	Business/Community
Tim Hutchins	Business/Community
George Katzaras	Business/Community
Robyn Travino	Business/Community
Sonja Bayt	Parent
Elina Burgos	Parent
Lena Chambers	Parent
Whitney Graf	Parent
Andrew Houk	Parent
Tiffany Kumria	Parent
Artesha Redding	Parent
Katrina Hutchins	Teacher
Candace Shim	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Each year the principal provides a presentation on the school improvement plan to the SAC committee. The goals, barriers, and budget are reviewed with the members who are given a copy of the plan. A question and answer time is provided after the presentation, and the plan is voted on for approval.

b. Development of this school improvement plan

Scott Lake's SAC Committee members assist in the development of this year's school improvement plan in the following ways:

- Operates within the boundaries of School Board policy and State legislation
- Assists in developing and reviewing the school mission/vision statements, goals and objectives
- Analyzes school grade
- Solicits input from peer groups regarding school improvement
- Votes on the expenditure of Florida School Recognition Funds and State Lottery Funds
- Reviews all funds reported in the SIP
- Supports school improvement implementation
- Provides ongoing evaluations of school improvement progress

c. Preparation of the school's annual budget and plan

In preparing the school's annual budget and plan, the SAC committee offers suggestions as to how they would like to see the available funds used. The committee's priorities lie in the areas of student learning and how purchases will impact the learning and instruction of students.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds allocated for the 2016 - 2017 school year by various sources for school improvement and parent involvement are as follows:

PTO Funds

- Families in Need 200.00
- Angel Tree 100.00
- School Clothes Closet 125.00
- Brain Pop 2,295.00
- Teacher Lead Money 3,500.00
- Teacher Grants 1,500.00
- AR Program 650.00
- Doughnuts with Dads & Muffins with Moms 550.00
- Audio Equipment 4,486.47
- I-Pads (40) and station carts (2) 20,000.00

School Media Funds

- Library books to support curriculum 4,500.00
- Scholastic Book Fair Funds used to build media resources 3,000.00
- Library Media Materials Funds used to build book resources 1,000.00

Technology Funds

From District School Technology Services

- Laptop Replacements
Teacher laptops (25) 12,500.00
Students laptops (22)
Cart for student laptops (1) 1,617.91
- Five Light Speed Sound Systems
- Two Mounted Projectors
- Two Smart Boards 2,490.00

Title One

- Agendas 2,500.00
- Science Night 623.00
- Parent communication folders 643.75
- Scanner 342.99
- Student white boards (250) 688.75
- Headsets for testing 306.82
- SIPPS Phonics program 5,835.00
- Parent/Teacher/Student Compact and Brochure 421.00

From School Budget

- Ink 6,000.00
- Copiers 4,500.00
- Leader In Me Banners 1,200.00
- Leader In Me Books 600.00
- Reading Wonders Handwriting Workbooks (Print Shop) 800.00
- Kindergarten sight words 150.00
- Parent communication folders 500.00
- I-Pads (5) ESE 1,895.00
- Science supplies 955.17
- Kindergarten high-frequency words (printshop) 115.00
- Reading Wonders Unit Assessments grades 2 - 3 704.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Reimer, Dr. Ruth	Principal
Kaufmann, Ron	Assistant Principal
Payne, Mallory	Instructional Coach
Widner, Deborah	Instructional Media
Thomas, Jackie	Instructional Coach
Hutchins, Katrina	Instructional Coach
Shim, Candace	School Counselor
Single, Tracy	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

For the 2017-2018 school year, the LLT has a focus on literacy skills and writing for both process writing and writing across the content areas. The framework for a school-wide literacy plan has been created and will be expanded and developed fully throughout the school year. Relevant professional development in the areas of ELA and reading/writing across the content areas will be provided throughout the year in an effort to support teacher understanding of and fidelity in fully implementing the Florida Standards for ELA. Accelerated Reader (AR) continues to be a school-wide focus as participation is expected at every grade level. The goal is to see every student reading daily with an overall average of 85% accuracy on the comprehension AR test. Classes engage in friendly competition with the winner receiving the AR trophy for the month. The Title I Reading Coach and the instructional resource teacher will continue to support teachers in curriculum development, instructional strategies, and instructional support during collaborative planning meetings, student

support in class, and with modeling as needed. The LLT will also monitor progress monitoring data in order to provide support to the teachers whose students may be struggling in literacy instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade levels have a common planning time where all teachers at the grade level are able to provide input and receive assistance with their lesson planning. Grade levels meet a twice a week to plan collaboratively to ensure that all members of the team are receiving support when needed. Data Chats, Positive Learning Communities (PLCs), and relevant, professional development, provided by the leadership team and/or model teachers, are provided on a monthly basis. The school also provides a monthly "Spotlight Celebration" to celebrate the successes and innovative ideas that teachers are experiencing in the classroom.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In order for Scott Lake to recruit, develop, and retain highly qualified, certified-in-field effective teachers the following strategies are used:

- Provide on-going professional development (District Curriculum Coaches, Teacher Leaders, Instructional
Resource Teacher, Academic Coaches, Administration)
- Provide a mentor for teachers in the Professional Education Competence (PEC) Program (Instructional Resource Teacher, Administration)
- Provide instructional support through the use of Paraprofessionals and ESE Inclusion Teachers and the Academic Coaches
- Provide monthly support to beginning teachers and those new to the school
- Provide support for those interested in the district's Aspiring Leaders Program

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New and/or struggling teachers will be assigned mentor teachers based on expertise and grade level to help with planning and curriculum delivery of academics and social-emotional lessons. Weekly meetings are held in order to review instructional successes and areas in need of support. Team Leaders and/or the Instructional Resource Teacher serve as mentors in order to provide support that is available throughout the day.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Scott Lake ensures its core instructional programs and materials are aligned to Florida's standards by utilizing the standards in all aspects of professional development, resource management, collaborative planning, and instructional practices. Each teacher/grade level follows the district

learning maps which are based on the standards as well as developing a Levels of Mastery for the overarching standard in the math, ELA, or science subject area for which they are assigned. Teachers also use the higher-order thinking, 5E Teaching Model to teach math and science so that students develop a deeper understanding of the standards and overall subject matter. The leadership team provides an ongoing training/review of standards. Collaborative planning sessions include a review of the content specifications and assessment limits to ensure that the standards are being taught to full capacity in each grade level/classroom. Vertical team discussions are included on staff development days and/or Professional Learning Communities to communicate expectations before and after each grade level. Lesson plans are reviewed a week prior to instructional delivery so that the administration is aware of standards being taught and to what extent the assessments will measure proficiency.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Scott Lake consistently monitors data to drive academic instruction. Students who score in the bottom 30% of a grade level are placed in daily small groups for increased instruction. The I-Station computer program for Reading and Math is being implemented for the 17-18 School Year as a district-wide initiative and will be used by teachers to assist with grouping students at the appropriate tier and providing interventions for skill deficiencies. Based on the I-Station monthly assessment, a specific learning path is set for each student based on his or her results. The students that are identified as Tier 1 receive 30 minutes of time on I-Station for Reading. Tier 2 students are served an additional 60 minutes per week, and students at the Tier 3 level receive an additional 90 minutes per week. Teachers also use in-class assessments to determine flexible groups depending upon needed skills. These sessions utilize leveled resources from the district adopted reading series as well as other research-based materials.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

| **Strategy:** Summer Program |
| **Minutes added to school year:** 8,400 |

Power Up Summer Literacy Program is offered to select 2nd-grade and retained 3rd-grade students that are in need of remediation prior to promotion to the next grade level.

Strategy Rationale

By providing at-risk students the additional opportunity to strengthen their core literacy skills, this population of students should enter the next grade better prepared to achieve reading success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Reimer, Dr. Ruth, ruth.reimer@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data that will be collected and analyzed to determine the effectiveness of the strategy are I-Station Reading assessment, accumulative third-grade portfolio, and the SAT-10 assessment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Scott Lake Elementary has numerous activities to assist students in their transition to elementary school and the 5th-graders who transition to middle school. For our incoming Kindergartners, our school provides a Pre-K ESE unit and two Voluntary Pre-Kindergarten (VPK) school readiness units. Throughout the course of the year, Pre-Kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into kindergarten a smooth process. Kindergarten round-up that takes place in the spring, will include school informational packets for families, a campus tour, and a school orientation delivered by PTO volunteers, administration, and kindergarten teachers. The Kindergarten round-up activities are advertised to local daycares and other community Pre-K programs through the local media, social media, newsletters, and School Messenger. Pre-K teachers use various techniques (observation, assessment, parent feedback), in monitoring the students' readiness. Once the pre-kindergarten students begin kindergarten, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of the school year. The data is disaggregated and the results aid in creating a target list of students who are considered high risk. Students who are found to have low readiness rates are monitored and evaluated carefully. The district provides support personnel to model best practices, work with teachers in planning lessons that accommodate the learning modalities of the high-risk students, as well as, assisting in the constant monitoring of students' progress. Parent feedback is another tool used in evaluating the effectiveness of the interventions in place. Kindergarten and Pre-Kindergarten teachers will collaborate with one another to monitor student progress in achieving readiness skills.

The 5th-grade students are acclimated to the middle school setting through an assembly at the end of

the school year where they attend the feeder middle schools. Scott Lake also has an accelerated program available for 5th-grade students should enough students qualify. These students take a 6th grade English Language Arts and/or a Mathematics middle school course preparing them for the middle school academic expectations while giving them middle school credit for successful completion. If enough students do not qualify for a class unit to be warranted at the school, then taking the class through Polk Virtual School or Florida Virtual School is offered. Collaboration between district curriculum coaches, the instructional resource teacher, the elementary teachers, and the middle school teachers is on-going so as to ensure quality alignment of curriculum and a smooth transition at year's end.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Scott Lake uses a variety of strategies to advance college and career awareness. The school focuses on the many colleges and universities in Florida and the schools that the staff has attended for students to consider attending after high school graduation. A bulletin board has been set up in a prominent hallway with college pennants as a catalyst for discussions between students, parents, and teachers. Classroom teachers are also encouraged to post information in their classrooms about their own Alma Mater for the students to see and discuss. The school provides exposure to various careers through participation in a Career Day, The Great American Teach-In, and Take Your Child to Work Day with follow-up writing activities that encourage the students to analyze and synthesize the information taken away from these experiences.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The analysis of the school's 2016-2017 school FSA data revealed that Scott Lake's strengths are found in the overall proficiency scores in reading and math. These scores have remained relatively consistent with only slight changes up or down from year to year as shown in the attached graph. Further analysis revealed that the school's weaknesses can be found in the area of learning gains for the lowest 25% of our student population that also includes the majority of our students with disabilities (SWD). For the last three years, we have developed a declining trend in both reading and math for these students, moving from 74% in Reading in 2014 (2015 FSA scores did not include learning gains as it was the inaugural year for FSA) to 40% in 2017 and 70% in Math in 2014 to 42% in 2017.

As our analysis focused on discipline, a connection was noted between the number of referrals and our SWD population. For the 2016-17 school year, we had a total of 365 discipline referrals of which 44 SWD students were responsible for 182 of the referrals. If our SWD students are having significant discipline problems that may be keeping them from instruction for extended periods of time, then that makes it more difficult for them to make learning gains.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

We believe that the root cause for our declining learning gain percentages and our higher discipline referrals among our lowest 25% and SWD students stems from the varying teacher knowledge base in and implementation of differentiated instruction, ESE teaching strategies, and the socio-emotional needs of students. If teachers are provided with quality professional development and coaching in these areas, then learning gains will increase and office referrals will decrease.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If students with disabilities in grades four and five are engaged daily in rigorous, differentiated instruction, then at least 50% of these students will make an overall learning gain in reading and math.

G2.   If teachers who serve students with disabilities will invest in a class social-emotional learning time for a minimum of 30 minutes per week, then the number of discipline referrals within this population will decrease by 25%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If students with disabilities in grades four and five are engaged daily in rigorous, differentiated instruction, then at least 50% of these students will make an overall learning gain in reading and math. `1a`

🔍 G097768

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	50.0
Math Gains District Assessment	50.0

Targeted Barriers to Achieving the Goal `3`

- Knowledge of best practices for differentiated instruction varies from teacher to teacher.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Relevant Professional Development in Effective Differentiated Instruction, Professional Learning Communities, Collaborative Planning, District Curriculum Coaches, School-based Instructional Coaches, Teacher Leaders, ESE Inclusion Teachers, Guidance Counselor

- District Learning Maps, Reading Wonders Series, Go Math Series, STAR Reading and Math, Accelerated Reader, I-Station, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words Program (SIPPS)

- Formative and Summative Assessments, Performance Matters, Reading Wonders Diagnostic Assessments, SIPPS Assessments, STAR Reading and Math Assessments, I-Station Assessments, Levels of Mastery Posttests

Plan to Monitor Progress Toward G1. `8`

Leadership Team will meet to discuss progress toward meeting the goal.

Person Responsible
Dr. Ruth Reimer

Schedule
Monthly, from 8/22/2016 to 5/25/2018

Evidence of Completion
Leadership Team Meeting Notes, Journey Feedback, Classroom Monitoring Observations, K-2 STAR Early Literacy data, Grades 3 - 5 STAR data, MTSS Progress Monitoring Data, Classroom Assessments, FSA, FSAA, and ACCESS test data

G2. If teachers who serve students with disabilities will invest in a class social-emotional learning time for a minimum of 30 minutes per week, then the number of discipline referrals within this population will decrease by 25%. 1a

🔑 G097769

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	151.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of research-based, social-emotional strategies for students with disabilities varies from teacher to teacher.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Guidance Counselor, Social Worker, LEA Facilitator, Model Teachers

- CHAMPS resources, The Leader in Me book, The Leader in Me Resources, Professional Development, Levels of Mastery, Poverty Simulation, PLCs

Plan to Monitor Progress Toward G2. 8

The Leadership Team will meet to discuss progress toward meeting the goal.

Person Responsible
Dr. Ruth Reimer

Schedule
Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Leadership Team Collaborative Meeting Logs, Teacher Feedback, Classroom Observations, PD documentation

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If students with disabilities in grades four and five are engaged daily in rigorous, differentiated instruction, then at least 50% of these students will make an overall learning gain in reading and math. [1]

🔑 G097768

G1.B1 Knowledge of best practices for differentiated instruction varies from teacher to teacher. [2]

🔑 B262806

G1.B1.S1 Administration and the School-Based Instructional Coaches will support teacher collaborative lesson planning, provide constructive coaching, and offer relevant professional development in the areas of differentiated instruction, ESE teaching strategies, and data collection and analysis. [4]

🔑 S278293

Strategy Rationale

Providing teachers with assistance in collaborative lesson planning and providing relevant professional development in areas of need will improve implementation of effective differentiated instruction, ESE teaching strategies, and data collection and analysis.

Action Step 1 [5]

Assist teachers in collaborative planning, ESE strategies, differentiated instruction, and co-teaching during Collaborative Planning Meetings.

Person Responsible

Dr. Ruth Reimer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Monitoring Observations, Student Work Samples, Teacher Data Chats, Progress Monitoring Reports

Action Step 2 [5]

Provide professional development on the following topics: Differentiation, Special Needs Learners Teaching Strategies, Data Collection, and Analysis, Small Groups

Person Responsible

Dr. Ruth Reimer

Schedule

Monthly, from 9/12/2017 to 5/25/2018

Evidence of Completion

PD sign-in sheets, Lesson Plans, Classroom Monitoring Observations, and Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom walk-throughs and teacher feedback regarding teacher instructional delivery and guiding reading groups will be used to monitor the fidelity of implementation.

Person Responsible

Dr. Ruth Reimer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher Lesson Plans, Student Work Samples, Journey Observations, K-2 STAR Literacy Data, STAR Reading and Math Data, Classroom Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Classroom Observations and attendance at grade-level planning meetings by the Instructional Coaches and Administration will be used to monitor for effectiveness.

Person Responsible

Dr. Ruth Reimer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Student Work Samples, Journey Observations, Teacher Feedback

G2. If teachers who serve students with disabilities will invest in a class social-emotional learning time for a minimum of 30 minutes per week, then the number of discipline referrals within this population will decrease by 25%. [1]

🔑 G097769

G2.B1 Knowledge of research-based, social-emotional strategies for students with disabilities varies from teacher to teacher. [2]

🔑 B262807

G2.B1.S1 Teachers will implement a 30-minute per week social-emotional learning time with students. [4]

🔑 S278294

Strategy Rationale

By teachers providing direct instruction and practice in social-emotional learning each week, students will learn better problem-solving and conflict resolution skills that will in turn, help reduce the number of discipline referrals.

Action Step 1 [5]

Monitor timely implementation and reinforcement while completing classroom walk-throughs.

Person Responsible

Candace Shim

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observations, Teacher Feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Monitoring for fidelity of implementation will occur through Leadership Team discussions and CHAMPS Committee meetings.

Person Responsible

Ron Kaufmann

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership Collaborative Planning Logs, CHAMPS Committee meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will complete classroom walkthroughs on a weekly basis to monitor the fidelity of the implementation.

Person Responsible

Ron Kaufmann

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Journey Classroom Observations, Teacher Feedback, Student Written Reflections

G2.B1.S2 Provide relevant professional development for the social-emotional needs of students. 4

S278295

Strategy Rationale

Relevant professional development in the social-emotional needs of students will strengthen the knowledge and best practices of teachers' classroom management thus assisting in the decrease of discipline referrals.

Action Step 1 5

Provide relevant professional development for the social-emotional needs of students.

Person Responsible

Dr. Ruth Reimer

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PD sign-in sheets, Classroom Observations, Teacher Feedback,

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitoring for fidelity of implementation will occur through Leadership Team calendar planning meetings.

Person Responsible

Dr. Ruth Reimer

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership Team Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The administration will complete classroom walkthroughs on a weekly basis to monitor the fidelity of the implementation.

Person Responsible

Dr. Ruth Reimer

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observations, Teacher Feedback, Discipline Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M404767	Leadership Team will meet to discuss progress toward meeting the goal.	Reimer, Dr. Ruth	8/22/2016	Leadership Team Meeting Notes, Journey Feedback, Classroom Monitoring Observations, K-2 STAR Early Literacy data, Grades 3 - 5 STAR data, MTSS Progress Monitoring Data, Classroom Assessments, FSA, FSAA, and ACCESS test data	5/25/2018 monthly
G2.MA1 🔑 M404772	The Leadership Team will meet to discuss progress toward meeting the goal.	Reimer, Dr. Ruth	8/10/2017	Leadership Team Collaborative Meeting Logs, Teacher Feedback, Classroom Observations, PD documentation	5/25/2018 biweekly
G1.B1.S1.MA1 🔑 M404765	Classroom Observations and attendance at grade-level planning meetings by the Instructional Coaches...	Reimer, Dr. Ruth	8/10/2017	Lesson Plans, Student Work Samples, Journey Observations, Teacher Feedback	5/25/2018 weekly
G1.B1.S1.MA1 🔑 M404766	Classroom walk-throughs and teacher feedback regarding teacher instructional delivery and guiding...	Reimer, Dr. Ruth	8/10/2017	Teacher Lesson Plans, Student Work Samples, Journey Observations, K-2 STAR Literacy Data, STAR Reading and Math Data, Classroom Assessment Data	5/25/2018 weekly
G1.B1.S1.A1 🔑 A374869	Assist teachers in collaborative planning, ESE strategies, differentiated instruction, and...	Reimer, Dr. Ruth	8/10/2017	Lesson Plans, Classroom Monitoring Observations, Student Work Samples, Teacher Data Chats, Progress Monitoring Reports	5/25/2018 weekly
G1.B1.S1.A2 🔑 A374870	Provide professional development on the following topics: Differentiation, Special Needs Learners...	Reimer, Dr. Ruth	9/12/2017	PD sign-in sheets, Lesson Plans, Classroom Monitoring Observations, and Student Work Samples	5/25/2018 monthly
G2.B1.S1.MA1 🔑 M404768	Administration will complete classroom walkthroughs on a weekly basis to monitor the fidelity of...	Kaufmann, Ron	8/10/2017	Journey Classroom Observations, Teacher Feedback, Student Written Reflections	5/25/2018 weekly
G2.B1.S1.MA1 🔑 M404769	Monitoring for fidelity of implementation will occur through Leadership Team discussions and CHAMPS...	Kaufmann, Ron	8/10/2017	Leadership Collaborative Planning Logs, CHAMPS Committee meeting minutes	5/25/2018 biweekly
G2.B1.S1.A1 🔑 A374871	Monitor timely implementation and reinforcement while completing classroom walk-throughs.	Shim, Candace	8/10/2017	Classroom Observations, Teacher Feedback	5/25/2018 weekly
G2.B1.S2.MA1 🔑 M404770	The administration will complete classroom walkthroughs on a weekly basis to monitor the fidelity...	Reimer, Dr. Ruth	8/10/2017	Classroom Observations, Teacher Feedback, Discipline Data	5/25/2018 weekly
G2.B1.S2.MA1 🔑 M404771	Monitoring for fidelity of implementation will occur through Leadership Team calendar planning...	Reimer, Dr. Ruth	8/10/2017	Leadership Team Meeting Minutes	5/25/2018 monthly
G2.B1.S2.A1 🔑 A374872	Provide relevant professional development for the social-emotional needs of students.	Reimer, Dr. Ruth	8/10/2017	PD sign-in sheets, Classroom Observations, Teacher Feedback,	5/25/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If students with disabilities in grades four and five are engaged daily in rigorous, differentiated instruction, then at least 50% of these students will make an overall learning gain in reading and math.

G1.B1 Knowledge of best practices for differentiated instruction varies from teacher to teacher.

G1.B1.S1 Administration and the School-Based Instructional Coaches will support teacher collaborative lesson planning, provide constructive coaching, and offer relevant professional development in the areas of differentiated instruction, ESE teaching strategies, and data collection and analysis.

PD Opportunity 1

Provide professional development on the following topics: Differentiation, Special Needs Learners Teaching Strategies, Data Collection, and Analysis, Small Groups

Facilitator

Administration, District Curriculum Coaches, School-based Instructional Coaches, Teacher Leaders, Guidance Counselor

Participants

K-5 Classroom Teachers

Schedule

Monthly, from 9/12/2017 to 5/25/2018

G2. If teachers who serve students with disabilities will invest in a class social-emotional learning time for a minimum of 30 minutes per week, then the number of discipline referrals within this population will decrease by 25%.

G2.B1 Knowledge of research-based, social-emotional strategies for students with disabilities varies from teacher to teacher.

G2.B1.S2 Provide relevant professional development for the social-emotional needs of students.

PD Opportunity 1

Provide relevant professional development for the social-emotional needs of students.

Facilitator

District Personnel

Participants

K-5 Classroom Teachers, ESE Teachers

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Assist teachers in collaborative planning, ESE strategies, differentiated instruction, and co-teaching during Collaborative Planning Meetings.				$39,002.29
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1681 - Scott Lake Elementary School	Title, I Part A		$6,000.00
			Notes: Teacher Planning Days			
	5100		1681 - Scott Lake Elementary School	Title, I Part A		$28,000.00
			Notes: 3 I-Pad Classroom Sets			
	5100		1681 - Scott Lake Elementary School	Title, I Part A		$3,000.00
			Notes: Classroom Libraries			
	6200		1681 - Scott Lake Elementary School	Title, I Part A		$2,002.29
			Notes: Library Books			
2	G1.B1.S1.A2	Provide professional development on the following topics: Differentiation, Special Needs Learners Teaching Strategies, Data Collection, and Analysis, Small Groups				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		1681 - Scott Lake Elementary School	Title, I Part A		$2,000.00
			Notes: Books for Teacher Book Studies			
3	G2.B1.S1.A1	Monitor timely implementation and reinforcement while completing classroom walk-throughs.				$0.00
4	G2.B1.S2.A1	Provide relevant professional development for the social-emotional needs of students.				$37,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		1681 - Scott Lake Elementary School	Title, I Part A		$30,000.00
			Notes: Leader In Me Staff Development			
	6400		1681 - Scott Lake Elementary School	Title, I Part A		$7,500.00
			Notes: Leader in Me Yearly Dues			
	5100		1681 - Scott Lake Elementary School	Title, I Part A		$300.00

	Notes: Seven Habits of Happy Kids - Leader in Me books - 1 per primary teacher only
Total:	**$78,802.29**