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School Number and Name: 6351 Lake Stevens Middle School

School Performance Excellence Plan

Principal *Alvin Brennan* Telephone #: (305) 620-1294

High School Feeder Pattern: *American Senior*

Region: *1* Board District #: *4*

The Miami-Dade County Public Schools School Performance Excellence Plan meets all of the requirements of the Florida Department of Education regarding School Improvement Plans as set forth in statute and State Board of Education Administrative Rules.



Miami-Dade County Public Schools

SCHOOL PERFORMANCE EXCELLENCE PLAN EXECUTIVE SUMMARY

Lake Stevens Middle School

Lake Stevens Middle School, located at 18484 Northwest 48 Place in northern Miami-Dade County, opened its doors to students in 1973. The school's current population of 1668 students is 48% Hispanic, 45% Black, 6% White, and 1% Asian. The school seeks to reshape the educational environment through collaborative initiatives with parents and the community to foster increased student performance and to create a collegial teaching and learning environment. Each initiative is designed to strengthen teaching skills and promote improvement in the overall school curriculum.

The Lake Stevens Middle School staff and faculty in conjunction with the Educational Excellence School Advisory Council have identified these priorities for the 2001-2002 school year:

Given instruction using the Competency-Based Curriculum, 8th grade students included in accountability calculations will increase their reading skills as evidenced by 60% of students scoring at a level 2 or above on the criterion referenced 2002 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Competency-Based Curriculum, 8th grade students included in accountability calculations will increase their writing skills as evidenced by 60% of the students scoring a 4 or above on the criterion referenced 2002 Florida Comprehensive Assessment Test (FCAT) Writing Test.

Given instruction using the Competency-Based Curriculum, 8th grade students included in accountability calculations will increase their mathematics skills as evidenced by 70% of students scoring at a level 2 or above and 40% of the students scoring at a level 3 or above on the criterion referenced 2002 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

The school leadership aims to create an environment that maximizes opportunities for all students to learn. Lake Stevens Middle School believes that the 2001-2002 objectives and strategies will promote a high quality education that will enable students to continue their "pursuit of excellence".

VISION

The goal of Lake Stevens Middle School is to encourage independence and responsibility which are characteristics of maturity. Since an orderly atmosphere is essential to inspire learning, these guidelines are for the personal welfare of the students as well as for the common good of the school. It is the desire of Lake Stevens Middle School faculty and staff to create a community of independent, focused individuals seeking a purpose-filled education.

MISSION STATEMENT

It is our belief at Lake Stevens Middle School that the unique and ultimate goal of education is to maximize the physical, mental, and educational development of our students in those skills that are vital to becoming lifelong learners and productive citizens in our society.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Lake Stevens Middle School offers its students a wide variety of programs and services to meet their diverse educational needs. The latest educational software is utilized by the vast majority of Lake Stevens' students to prepare them for the statewide assessment tests. Block scheduling is in place to allow for a variety of teaching techniques to be used in addressing the students' various learning styles. Teachers are trained in CRISS strategies and implement these techniques across the curriculum. Exceptional education students and limited English proficient students are included in the regular education program, as appropriate, through inclusionary activities and services. All programs at Lake Stevens Middle School are driven by the Competency Based Curriculum and the Sunshine State Standards.

1.2 Culture

This item explores the culture of the school, including are the vision, mission, and core values of the school.

In keeping with the middle school philosophy, mission statement, and the school's vision, Lake Stevens Middle School will strive to provide students with an atmosphere in which they can develop social skills, values, and real-world problem solving techniques as well as attain the highest quality education.

1.3 Human Resources

This item describes the people who carry out the work of the school.

The staff at Lake Stevens Middle School is comprised of a variety of individuals who bring a wealth of experiences and achievements to the students. There are 117 full time staff members of which there are 72 teachers, 3 guidance counselors, 1 TRUST specialist, 1 occupational specialist, 1 media specialist, 3 assistant principals, and 1 principal. The remainder of the staff is custodial, clerical, security, and food service personnel. Some teachers come to Lake Stevens Middle School from the business world. They bring real world knowledge and skills to their students. Other teachers have been recognized for their leadership and achievements such as Teacher of the Year, working with the district and state in developing new curriculum, participating in district and state presentations, and leading students in district and state competitions.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

The building houses a variety of valuable teaching and learning resources. There are two computer labs of which one is an open access lab and the other is a business computer and computer applications lab. The intensive reading lab for 8th grade students functioning significantly below grade level, houses a computer enhanced reading intervention program delivered by a veteran reading teacher. The vocational labs include programs in woodshop, aerospace technology, graphic design, and family and consumer sciences. A new facility has been added to the existing building to house language labs for foreign language students.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

The school adheres to all district, state, and federal mandates and policies. The implementation of programs involving exceptional education students and limited English proficient students adheres to all standard implementation procedures. The school also strictly conforms to policies and procedures that assure individuals equal access to activities, educational programs, and employment opportunities.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

The needs of the student population are diverse. In keeping with the middle school philosophy, Lake Stevens Middle School addresses the "whole child". The teaming concept strives to make each child feel that he/she is a part of the school, but on a smaller scale. A variety of instructional programs and activities meet the various instructional needs of the students.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

The major stakeholders at Lake Stevens Middle School are the parents / caregivers and the community. The parents require a safe and secure place for their children to learn. They expect the school to raise their child's level of knowledge and achievement and address any specific needs that may arise. The community requires that the school produce a group of employable, productive citizens. They expect the school to address the educational needs of the students and families in the surrounding community.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The faculty and staff at Lake Stevens Middle School have various needs based on their particular areas of focus and the amount of experience they bring to the table. As the curriculum changes and the needs of students change, the faculty must be provided with opportunities to grow professionally. The district provides these opportunities to teachers as well as workshops offered at the school.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Lake Stevens Middle School opens its doors to a variety of services to improve the lives of its students. Students are serviced by various social service agencies offering counseling and medical services. Transportation to and from Lake Stevens Middle School is provided by Miami-Dade County Public Schools transportation and by some private carriers, as well. The Miami-Dade County Public Schools food services division provides students with nutritious breakfasts and lunches at the school site. Lake Stevens Middle School prides itself on the business partners that participate in the education of the students. These Dade Partners serve the school in a variety of ways. Washington Mutual offers an opportunity for students to do banking on campus, Palmetto General Hospital participates in a job shadowing / mentoring program, and other small businesses are actively involved in the annual career fair.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Students enroll at Lake Stevens Middle School because of the boundaries established by the Miami-Dade County School Board. There are no magnet programs available at Lake Stevens Middle. Gifted students, severely emotionally disturbed students, emotionally handicapped students, and educable mentally handicapped students are serviced at Lake Stevens Middle in the event that their home school does not offer the specialized program.

3.2 Competitors

This item explores the alternate schools available to students.

Students at Lake Stevens Middle School may choose to enroll in a particular magnet program at a neighboring school, because of a particular interest or talent that student possesses. Some possible programs involve the performing arts, medical or business careers, or visual arts specializations.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

The essential elements necessary to achieve success include a qualified staff, a safe and secure facility, and a body of students who are willing and ready to learn. The staff is consistently supervised to ensure the use of sound methods of instruction. Teachers' certification is closely monitored being sure that each teacher is highly qualified to teach in his / her subject area. Members of the administration and security staff assist in maintaining a safe and secure building in which learning can take place. The faculty and student services staff address students' needs as they arise regarding issues that prevent learning from occurring. All areas work together to produce a quality educational product.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

The school strives to make changes, when necessary, to meet the needs of the school population and surrounding community. As the face of education changes and the community and family structure varies, Lake Stevens Middle School makes adjustments in its staff, instructional programs, and overall focus to better serve the incoming students.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Lake Stevens Middle School faces a variety of challenges in relation to student transition and persistence. Students make a transition in coming to middle school from an elementary school. Then the student transitions again to a senior high school. The sometimes difficult transition into middle school is addressed by the teaming concept where students are made to feel more secure by being part of a "school within a school" structure. The feeder pattern articulation process makes a student's transition into high school a more fluid change. Teachers, counselors, and administrators work together to minimize the impact of a major transitional experience.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

There are many challenges in maintaining a quality faculty. Retaining newly acquired staff is a particular challenge. Lake Stevens Middle School is striving to create a climate of mutual respect and support for all of its faculty members by providing professional growth opportunities in the areas of most concern. New teachers are closely monitored to ensure a smooth entry into the teaching profession. Veteran teachers are used as a system of strength and support for the newcomers. As the curriculum changes, all teachers are included in efforts to educate the staff in the new initiatives and procedures. Each day there are new challenges and opportunities presented. Lake Stevens Middle School strives to keep its faculty apprised of innovative and proven techniques of instruction to better educate the student body.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Lake Stevens Middle School has identified specific issues regarding challenges in interacting with its external environment. Among these are the high mobility rate of its students, lack of parental involvement, and maintenance of a quality teaching staff especially in the critical shortage areas. Strategies are being developed to address these concerns.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Lake Stevens Middle School has areas of concern with regard to educational program design, student support services, and operational processes. To address the concern of standardized test scores, Lake Stevens Middle School has adjusted the delivery of its instruction to better meet the needs of the underachieving students. Tutorial sessions, computer labs, and small class size in specific subjects have been added to improve the educational process. Student support services are improving by having more direct contact between grade level counselors and the students they serve. Students are being apprised of the requirements necessary to be promoted to the next grade level, given strategies for success in the classroom, and coping skills in dealing with each other.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Lake Stevens Middle School has identified areas in need of improvement. Students scored considerably low in relation to district and state data, in the area of reading. To address this need, students are being provided with additional support. One strategy being implemented is the use of a reading elective for all sixth grade students. The eighth grade students needing more assistance in reading have been enrolled in a reading course utilizing computer enhanced instruction. These classes are small in size and are taught by a veteran educator. After school tutoring is also recommended for low performing students in all grade levels and a Saturday Academy is available for eighth grade students to prepare them for the FCAT. To enhance instruction across the curriculum, all new teachers will have access to CRISS training and will be expected to use these strategies in the classroom. Almost all of the faculty was trained last school year and additional "refresher" workshops will be held this school year to reinforce the utilization of these teaching techniques. The mathematics department has acquired an open access computer lab to provide FCAT test simulation experiences for their students. The mathematics curriculum specialist, on staff at Lake Stevens Middle, provides a wealth of support and information to math and science teachers. The writing scores are projected to continually increase due to the expertise of the teachers in the Language Arts department and the mandatory writing elective for all seventh graders. Lake Stevens Middle continues to strive for excellence in achievement by regularly assessing test score data, examining student demographics, and conducting self evaluations.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Future directions involving the educational delivery process at Lake Stevens Middle School will involve improving the abilities of the faculty and staff, expanding the knowledge base of the administration, and developing innovative ways to educate students. The changing world requires the educational system and delivery methods of educators to change. At Lake Stevens Middle School, we are in touch with the future trends in the business world and the world of technology and our students benefit from that connection. It is critical to provide teachers with the necessary tools to convey valuable information and skills to the students. As this process of quality school improvement continues, students will reap the benefits of a more knowledgeable, prepared, and enthusiastic staff of teachers and administrators.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Lake Stevens Middle School has identified mobility rate, lack of parent involvement, and maintaining a quality teaching staff as areas of great concern. To address the mobility rate, the student services staff will work closely with incoming students in determining the abilities of that student and any particular areas of concern that would impede learning. Increasing parent involvement is another challenge facing the faculty and administration. The PTSA, Community Involvement Specialist, and the student services team play a critical role in encouraging parents to participate in their child's education. The barriers must be determined and then strategies developed to overcome those barriers so that parents feel comfortable and needed. Parents offer valuable resources and we want to involve them as much as possible. Maintaining a cohesive, quality staff of teachers is paramount to a school's success. In order for the students to achieve, the teachers must work together, across the curriculum to promote student learning. At Lake Stevens Middle School, the administration is utilizing strategies to involve the faculty in school wide decisions and encouraging their participation in committees and discussion groups. New teachers are provided with close supervision and open lines of communication with their department chair and administrator. Through an atmosphere of collegiality and cooperation, students at Lake Stevens Middle School will achieve.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Lake Stevens Middle School has targeted specific areas of focus for organizational process improvement. One of the areas is the level of reading achievement. Lake Stevens went from 54% scoring a level 2 or above in 2000 to 51% of students scoring at or above a level 2 in 2001. To address this decrease in reading achievement, tutoring sessions have been added, reading classes are mandatory for 6th grade students, the USA Today reading comprehension program has been implemented across all subject areas, and an intensive reading class for low functioning 8th graders is in place. Another area of concern is maintenance of a quality faculty of teachers. One way to improve this is the assurance of avenues of support for new teachers to address concerns and difficulties that arise throughout the first year of teaching. A more detailed interview process is in place at the school level to be sure that a particular applicant is the best one for the position. Prior experience in the classroom, discipline techniques, knowledge of the subject matter and appropriate staff development activities are offered to continually improve the knowledge base of the staff. Through funding from FCAT enhancement, Title I, and EESAC, the faculty, staff and administration at Lake Stevens Middle School will continue to improve the quality of education for the students.

SCHOOL PERFORMANCE SELF-ASSESSMENT

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION PARENT FORM

SA = Strongly Agree

A = Agree

U/U = Undecided/Unknown

D = Disagree

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. My child's school is safe and secure.	10	55	12	14	10	20	51	15	10	4
2. My child's school is kept clean and in good condition.	11	34	19	29	7	20	47	13	14	6
3. My child's school is overcrowded to the degree that it affects learning.	20	22	25	25	9	18	24	23	25	10
4. My child's school maintains high academic standards.	7	41	28	15	10	16	44	26	10	3
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	16	47	24	7	7	23	44	21	8	4
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	21	46	17	13	4	29	49	9	10	4
7. My child's school serves lunches that are nutritious and taste good.	6	24	16	28	26	10	24	24	20	22
8. My child's school keeps bathrooms clean and in good condition.	3	15	23	25	35	8	20	24	23	25
9. My child's teachers are friendly and easy to talk to.	23	41	15	18	4	27	50	13	7	3
10. My child's teachers make learning interesting and relevant.	12	42	28	13	5	21	50	18	9	3
11. My child's teachers motivate students to learn.	13	49	16	16	6	23	48	17	9	3
12. My child's teachers take an interest in students' educational future.	20	38	24	14	5	24	45	20	8	3
13. My child's teachers are knowledgeable and understand their subject matter.	19	49	16	11	6	23	53	18	5	2
14. My child's teachers assign meaningful homework that helps students learn.	19	56	7	11	7	23	51	11	11	4
15. My child's teachers do their best to include me in matters directly affecting my child's progress in school.	23	37	14	13	13	23	43	14	13	7
16. My child's school is effectively teaching students the basic academic skills in reading.	15	62	10	6	7	25	58	10	5	2
17. My child's school is effectively teaching students the basic academic skills in mathematics.	28	55	6	10	1	26	58	8	6	2
18. My child's school is effectively teaching students to speak and write correctly in English.	28	44	15	6	7	29	54	9	6	2
19. My child's school is effectively teaching students to investigate problems in science.	17	46	23	13	1	23	53	16	7	2
20. My child's school is effectively teaching students to use computers.	13	41	18	18	9	22	42	17	12	7
21. My child's school is effectively teaching students to think critically and reason out problems.	19	42	21	10	8	19	50	20	8	3
22. My child's school is effectively teaching students to develop good study and work habits.	16	42	22	14	5	21	49	16	11	3
23. My child's school is effectively teaching students to get along with different kinds of people.	14	45	23	9	8	23	49	18	7	3
24. The school and law enforcement authorities work together to keep my child's school free of violence.	18	39	14	18	10	29	41	15	9	6
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	22	40	18	12	8	29	40	18	8	5
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	20	43	23	7	6	29	40	19	7	5
27. The principal does an effective job running my child's school.	23	36	24	10	6	28	44	19	6	4
28. The principal is available and easy to talk to.	13	35	31	11	9	21	33	30	10	6
29. The assistant principals are effective administrators.	19	42	28	6	5	22	42	27	6	4
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	20	35	26	13	5	28	41	21	6	4
31. Staff in the principal's office treat me with respect when I contact my child's school.	21	49	12	11	7	31	48	11	7	4
32. School staff respond to my needs and concerns in a reasonable period of time.	18	41	19	16	5	23	47	16	9	5
33. My child is getting a good education at this school.	20	47	12	14	7	27	51	11	7	3
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	14	43	19	14	9	22	49	16	9	4
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	C					B-				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STAFF FORM

SA = Strongly Agree

A = Agree

D = Disagree

U/U = Undecided/Unknown

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. At my school I feel safe and secure.	11	42	6	31	11	39	44	5	10	3
2. At my school the school building is kept clean and in good condition.	3	44	6	39	8	25	43	5	20	8
3. At my school personnel work together as a team.	9	37	9	29	17	23	48	9	15	5
4. At my school administrators solve problems effectively.	11	26	17	29	17	21	41	12	17	8
5. At my school I feel that my ideas are listened to and considered.	22	28	17	17	17	22	43	16	12	7
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	3	17	8	36	36	19	36	10	22	13
7. My principal is an effective administrator.	28	25	11	22	14	34	37	12	10	7
8. My principal represents the school in a positive manner.	25	44	14	3	14	43	38	10	5	4
9. My principal demonstrates good interpersonal skills.	22	25	8	25	19	36	35	10	11	8
10. My principal deals with conflict constructively.	25	14	25	19	17	33	33	18	10	6
11. My principal responds in a reasonable time to my concerns.	31	31	17	6	17	35	37	15	8	5
12. My principal treats me with respect.	28	44	11	8	8	49	35	7	5	4
13. My principal is receptive to constructive criticism.	17	23	29	11	20	28	28	29	9	7
14. My principal is supportive of teachers.	28	17	17	22	17	36	36	14	8	6
15. My ability to do the best possible job at this school is limited by too many students in each class.	23	40	9	26	3	39	30	6	18	7
16. My ability to do the best possible job at this school is limited by student deficiencies in basic academic skills.	36	53	6	6	0	32	40	9	16	4
17. My ability to do the best possible job at this school is limited by lack of concern/support from parents.	33	53	6	8	0	25	37	9	23	6
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	6	17	25	36	17	6	11	14	43	27
19. My ability to do the best possible job at this school is limited by lack of concern/support from the district administration.	6	12	47	32	3	8	15	33	32	13
20. My ability to do the best possible job at this school is limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	11	31	11	36	11	14	24	9	37	16
21. My ability to do the best possible job at this school is limited by school violence.	8	31	14	42	6	4	12	11	46	28
22. My ability to do the best possible job at this school is limited by student gang activity.	0	14	22	42	22	2	6	16	41	36
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	3	22	53	22	2	7	21	40	31
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	0	17	14	42	28	5	28	15	35	18
25. I feel satisfied concerning how my career is progressing at this school.	8	47	14	14	17	19	46	15	13	7
26. I have a feeling of job security in my present position.	11	47	8	25	8	28	50	11	7	4
27. I like working at my school.	28	36	19	14	3	36	43	10	7	4
28. Staff morale is high at my school.	8	6	14	39	33	14	32	18	21	15
29. I frequently feel overloaded and overwhelmed while working at my school.	19	28	14	33	6	18	33	10	31	7
30. Annual teacher evaluations are fair and reasonable.	9	43	40	0	9	27	51	17	3	2
31. Annual teacher evaluations are used to improve teacher performance.	8	25	50	8	8	19	43	25	9	4
32. Inservice programs keep me informed of the latest educational strategies.	17	53	14	11	6	24	52	11	9	4
33. I believe children attending my school are receiving a good education.	0	47	32	12	9	25	52	13	7	3
34. The overall climate or atmosphere at my school is positive and helps students learn.	6	33	19	31	11	24	48	13	11	5
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	C					B-				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STUDENT FORM

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

U/U = Undecided/Unknown

	PERCENT RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.	11	36	20	21	12	15	44	17	15	9
2. My school building is kept clean and in good condition.	4	14	13	37	32	7	29	16	29	19
3. Students in my school usually follow school rules.	4	9	14	39	34	3	15	21	35	26
4. There are too many students in my classroom and that affects how much I learn.	13	17	15	39	16	14	18	16	34	18
5. My teachers require that I work very hard for the grades I get.	30	46	11	7	5	35	44	12	6	4
6. My school has enough books and equipment to help me learn.	14	34	15	20	17	19	39	16	16	11
7. Food served for lunch at my school looks good and tastes good.	4	10	12	22	52	4	13	16	23	44
8. Bathrooms in my school are clean and in good condition.	3	4	7	21	65	3	9	11	27	51
9. My teachers are friendly and easy to talk to.	13	27	23	25	12	17	38	22	15	9
10. My teachers make learning fun and interesting.	13	28	24	22	13	13	36	22	18	10
11. My teachers make me want to learn.	12	38	23	16	10	17	38	21	16	9
12. My teachers know a lot about the subjects they teach.	26	42	15	12	4	32	44	13	6	4
13. My teachers give me meaningful homework that helps me learn.	15	41	20	16	9	18	40	19	13	9
14. My teachers are interested in how I do in the future.	21	37	19	14	10	22	36	23	11	8
15. My teachers let me know how I am doing on my school work.	23	46	12	13	5	25	47	12	10	6
16. Violence is a problem at my school.	27	34	17	13	8	20	24	22	21	13
17. Gangs are a problem at my school.	14	23	23	24	16	12	14	23	28	23
18. Student drug and alcohol use are problems at my school.	9	10	29	27	25	11	14	25	25	26
19. My principal does a good job running the school.	17	28	26	13	16	20	33	22	12	13
20. The assistant principals are available when needed.	12	31	26	20	10	15	33	25	15	12
21. My guidance counselor helps me with school and personal problems.	13	25	30	18	14	24	32	26	10	9
22. Adults at my school care about me as an individual.	11	26	28	20	15	11	29	30	17	13
23. Adults at my school help me when I need it.	11	32	24	19	14	13	37	25	14	10
24. I like coming to my school.	17	27	17	17	21	16	32	17	14	21
25. I am getting a good education at my school.	15	37	25	14	9	21	45	18	9	7
26. The overall climate or feeling at my school is positive and helps me learn.	10	28	33	17	12	13	35	29	13	10
27. Students get grades A, B, C, D, or F for the quality of their school work. What overall grade would you give to your school?	C					C				

COMPREHENSIVE NEEDS ASSESSMENT DEMOGRAPHIC PROFILE

Staff Characteristics				
Attendance	1996-1997	1997-1998	1998-1999	1998-1999
% of Instructional Staff	95.5	96.1	95.9	94
Number of Days Abs.				
None	8	9	8	6
0.5-5	22	28	35	31
5.5-10	25	25	27	19
10.5-15	5	6	12	18
15.5-20	2	3	5	11
20+	5	4	2	8

Student Characteristics									
Mobility/Stability	1996-1997	1997-1998	1998-1999	1999-2000	Attendance	1996-1997	1997-1998	1998-1999	1999-2000
New to M-DCPS	100	72	80	107	% of Students	93.1	93.5	93.8	93.8
Mobility Index	40	37	35	30	Number of Days Abs.				
					None	48	73	92	87
					0.5-5	219	523	613	617
					5.5-10	197	479	524	516
					10.5-15	108	273	287	301
					15.5-20	71	157	156	210
					20+	128	271	253	321

COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

G r a d e	FCAT Reading											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	39	46	49	72	77	77	61	54	51	28	23	23
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Writing					
	Percent of Students Scoring less than 3			Percent of Students Scoring 3 or more		
	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a
8	16	13	10	84	87	90
10	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Mathematics											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	48	40	37	72	63	63	52	60	63	28	37	37
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY		
	98-99	99-00	00-01
4/5	n/a	n/a	n/a
8	D	D	D
10	n/a	n/a	n/a

COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Read 180	8th Grade	Aug. '01
Accelerated Reader	6th, 7th, and 8th Grades	Sep. '98
USA Today - FCAT Program	6th, 7th, and 8th grades	Aug. '00
Connections	6th, 7th, and 8th grades	Aug. '00
Comprehensive Reading Plan	6th, 7th, and 8th grades	Aug. '99

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
USA Today - FCAT Program	6th, 7th, and 8th Grades	Aug. '00
"Writing Best Practices"	6th, 7th, and 8th	Sep. '00

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Heartbeeps	6th, 7th, and 8th Grades	Aug. '99
Math / Science Integration	6th, 7th, and 8th Grades	Aug. '98
Skills Tutor - FCAT Tutorial	8th Grade	Aug. '00

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
CRISS Training	60	Sep. 01, '00
CRISS Training	20	Jan. 13, '01
Countdown to FCAT	65	Feb. 22, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Writing Across the Curriculum	65	Jan. 11, '01
FCAT Writing Workshop	65	Mar. 18, '01
CRISS Training	20	Jan. 13, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
CRISS Training	20	Jan. 13, '01
FCAT Test Tools Simulation Software	65	Jan. 11, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Ways to Accommodate Exceptional Learners	65	Mar. 22, '01
PACES	65	Nov. 16, '00
Technology 2000	10	Sep. 20, '00

COMPREHENSIVE NEEDS ASSESSMENT OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the SPEP relative to the following issues:

Budget:

The EESAC distributed funds to offer support to the overall instructional program at Lake Stevens Middle School. The anticipated budget for the EESAC generated funds through FTE for the 2001-2002 school year will be spent pending EESAC approval.

Training:

Based on the selection of the School Performance Excellence Plan objectives, necessary staff development workshops were identified and included as coordinating strategies. The EESAC may appropriate funds for release time to allow teachers to attend professional growth workshops. The EESAC / School Performance Excellence Plan Team targeted reading, writing, and mathematics as essential factors in improving the school's performance.

Instructional Materials:

The EESAC has allocated funds to enhance the media center's collection of materials and equipment for instructional use. The EESAC has also recommended the purchase and use of instructional materials to be utilized by teachers in the preparation of students for standardized assessment.

Technology:

EESAC recommends increased teacher training in technology to promote the use of computers in all areas of the curriculum.

Staffing:

The EESAC had no recommendations in this area.

Student Support Services:

The occupational specialist, a part of the student services team, continues to be a key component in the School Performance Excellence Plan process and as a member of the EESAC. Input regarding community involvement and school-to-career strategies are also an integral part of the occupational specialist's role.

Other Matters of Resource Allocation:

The EESAC will continue to offer input with regards to the allocation of funds for school improvement.

Benchmarking:

The EESAC chair will utilize benchmarking activities to enable the committee to assess progress points and implementation of objectives and strategies.

School Safety and Discipline:

Members of the EESAC are involved in the committees which offer input in school wide discipline issues and strategies.

COMPREHENSIVE NEEDS ASSESSMENT

TITLE I ASSESSMENT ISSUES

Parental Involvement

The Community Involvement Specialist will collaborate with the EESAC, PTSA, and the administration to increase parental involvement through collaborative programs and activities. District and region programs for parental involvement will be implemented to improve the parent and school relationship.

Family Literacy

There is a need to educate and inform parents in the school's community. Support personnel as well as EESAC and PTSA will provide information via workshops and published take-home materials to promote positive parenting and family literacy.

School Climate

All district and state requirements and procedures for maintaining a safe learning environment will be followed. Expectations and guidelines pertaining to student conduct will be distributed to parents. The importance of promoting a positive school image will be reinforced with all stakeholders.

Health Services

The school will collaborate with the district and the region to inform parents and the community of health services provided through the district. The school and the Health Department will work together to immunize those students who are in need of those health services.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate (X)	Student Performance (X)	Learning Environment (X)	School Safety ()	Teachers and Staff (X)	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, 8th grade students included in accountability calculations will increase their reading skills as evidenced by 60% of students scoring at a level 2 or above on the criterion referenced 2002 Florida Comprehensive Assessment Test (FCAT) Reading Test.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Provide to students the opportunity in all subject areas, to read about the various career options available to them.	Assistant Principal - Curriculum Classroom Teachers Reading Leader Occupational Specialist Media Specialist	Aug. '01	Jun. '02
2 . Enroll 6th grade students in a mandatory reading elective. (FCAT level 2 and below)	Assistant Principal - Curriculum Student Services Chair	Aug. '01	Jun. '02
3 . Implement the USA Today - FCAT newspaper program to enhance reading across the curriculum school wide.	Assistant Principal - Curriculum Classroom Teachers Reading Leader	Aug. '01	Jun. '02
4 . Enroll targeted low performing 8th grade students in a specialized remedial reading enhancement program. (Read 180)	Assistant Principal - Curriculum Student Services Chair Reading Teacher	Aug. '01	Jun. '02
5 . Focus on critical thinking skills during the student advisement time 3 days per week to improve students' abilities in reading.	Assistant Principal - Curriculum Reading Leader Homeroom Teachers	Aug. '01	Jun. '02
6 . Provide staff development / modeling of strategies to support the incorporation of CRISS (Creating Independence through Student -owned Strategies) across the curriculum to increase student performance in reading.	Principal Assistant Principal - Curriculum Reading Leader Classroom Teachers	Aug. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate (X)	Student Performance (X)	Learning Environment (X)	School Safety ()	Teachers and Staff (X)	Adult Literacy ()	Parental, Family, and Community Involvement (X)
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, 8th grade students included in accountability calculations will increase their writing skills as evidenced by 60% of the students scoring a 4 or above on the criterion referenced 2002 Florida Comprehensive Assessment Test (FCAT) Writing Test.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Create and maintain a Career Portfolio for 7th grade students containing writings about their career interests, likes, dislikes, etc. as part of the mandatory Critical Thinking / Career Development Wheel elective course.	Writing Teacher Career Development Teacher Occupational Specialist	Aug. '01	Jun. '02
2 . Provide staff development / modeling of strategies to support CRISS (Creating Independence through Student - owned Strategies) to enhance writing instruction.	Principal Assistant Principal - Curriculum Reading Leader Classroom Teachers	Aug. '01	Jun. '02
3 . Implement the USA Today - FCAT newspaper program to increase the writing proficiency of students school wide.	Assistant Principal - Curriculum Reading Leader Classroom Teachers	Aug. '01	Jun. '02
4 . Enroll 7th grade students in an 18 week writing course to strengthen written communication skills focusing on the FCAT writing test.	Assistant Principal - Curriculum Student Services Chair	Aug. '01	Jun. '02
5 . Provide a Saturday FCAT writing academy for 8th grade students.	Principal Assistant Principal Saturday School Teachers	Oct. '01	May '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.)							
Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate (X)	Student Performance (X)	Learning Environment (X)	School Safety ()	Teachers and Staff (X)	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership (X)	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus (X)	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, 8th grade students included in accountability calculations will increase their mathematics skills as evidenced by 70% of students scoring at a level 2 or above and 40% of the students scoring at a level 3 or above on the criterion referenced 2002 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Expose students to career opportunities by having them research mathematics careers utilizing the "Futures" program.	Mathematics Curriculum Specialist Occupational Specialist Mathematics Teachers	Nov. '01	Jan. '02
2. Utilize FCAT practice materials, purchased by the American Senior High School feeder pattern, in all 8th grade mathematics classrooms.	Assistant Principal - Curriculum Mathematics Department Chair Mathematics Curriculum Specialist Mathematics Teachers	Sep. '01	Jun. '02
3. Continue participation in the district's mathematics initiatives, implementing the objectives and the M-DCPS Competency Based Curriculum / Sunshine State Standards to improve students' mathematics achievement.	Assistant Principal - Curriculum Mathematics Curriculum Specialist Mathematics Department Chair	Sep. '01	Jun. '02
4. Provide opportunity for staff development in FCAT strategies to enhance mathematics instruction.	Principal Assistant Principal - Curriculum Mathematics Curriculum Specialist District Personnel - Mathematics	Aug. '01	Jun. '02
5. Utilize mathematics software for FCAT preparation in the open-access computer lab.	Assistant Principal - Curriculum Mathematics Curriculum Specialist Mathematics Department Chair Computer Lab Personnel Classroom Teachers	Sep. '01	May '02
6. Provide additional mathematics instruction during the FCAT Academy on Saturdays.	Principal Assistant Principal Mathematics Curriculum Specialist Saturday School Teachers	Oct. '01	May '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

WAIVERS

Any waivers submitted for this school may be found in Appendix A: Waivers, at the back of this book.

TITLE I BUDGETS

The Title I budget for this school may be found in Appendix B: Title I Budgets, at the back of this book.

**SCHOOL PERFORMANCE EXCELLENCE PLAN
REVIEW AND ACCEPTANCE SIGNATURES**

LOC. #: 6351

SCHOOL NAME: Lake Stevens Middle School

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

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

Required Signatures:

Principal;
EESAC Chair;
UTD Steward;
EESAC Parent Representative;
EESAC Business/Community Representative; and
EESAC Student Representative, as applicable.

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