

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Lake Stevens Middle School (6351)

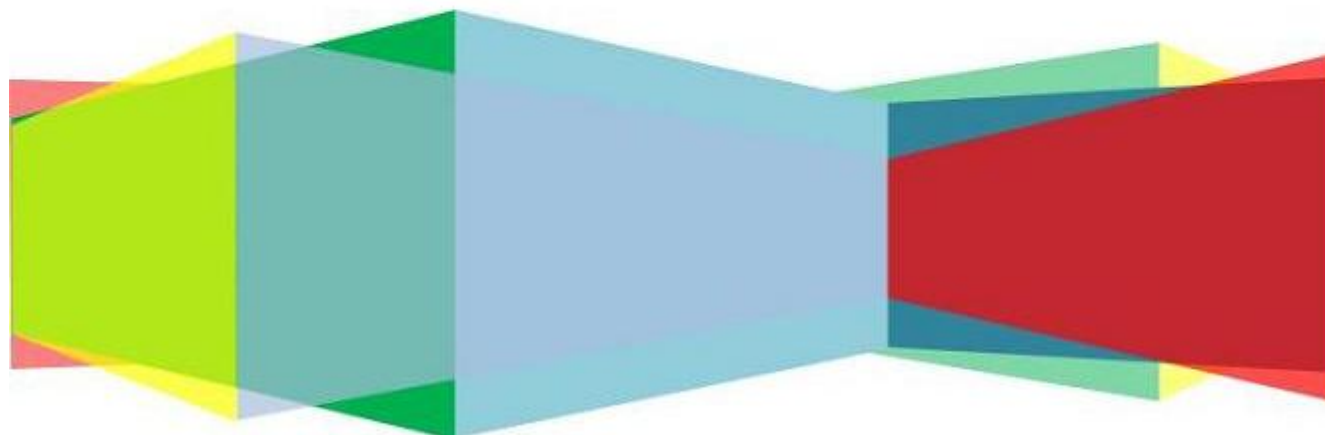
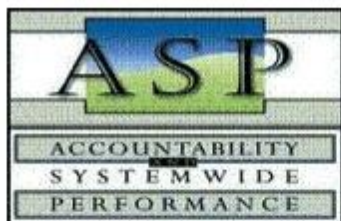
Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Derick McKoy

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Lake Stevens Middle School is a Title I School, whose primary goal is to meet the educational needs of our diverse population, providing students with empowering learning opportunities for them to experience high levels of academic success while developing their own strengths. Our primary focus is to increase student achievement, develop a strong professional learning community and employ sound business practices. Lake Stevens Middle School is located on 12.13 acres at 18484 N W 48th Place, Miami, Florida. The original building was built in 1973. The Dade partners at Lake Stevens Middle School provide services for school events and donations of funds for student enhancement. The Dade partners include One Stop Vending, FELC Tutors and UDTropia Technology.

Lake Stevens Middle School serves a multi-ethnic community with approximately 79 percent of the students have been identified for free or reduced lunch, and the mobility rate is approximately 37 percent. The student population of approximately 900 students is 43 percent Hispanic, 52 percent Black, 3 percent White, and 1 percent Asian. There are 60 students in the program for the Gifted, 75 students in the SPED and 45 students in the ESOL program. Thirty-three percent of our students scored Level 1 and 23 percent Level 2 on the 2007 administration of the FCAT Reading. On the 2007 administration of the FCAT Mathematics, 28 percent scored Level 1 and 19 percent scored Level 2. Thirty-three of the 55 instructional personnel hold Masters degrees, eight hold Specialist and two have earned Doctoral degrees. The ethnic composition of the faculty is as follows: 12 (21 percent) White; 34 (63 percent) African American; 8 (15 percent) Hispanic) and 1 (1 percent) Asian. In addition, 48 (69 percent) staff members are females and 17 (31 percent) are males. There are 3 (5 percent) beginning teachers.

The student-to-teacher ratio is 21:1 for general education students in each grade level and 10:1 for SPED. The student attendance rate demonstrates an increasing trend for the 2006-2007 as compared to the 2005-2006 data. The percentage of attendance for 2006-2007 was 93.33 as compared to 92.84. Lake Stevens Middle School is one of two middle schools in the Carol City Feeder Pattern, receiving students from six elementary schools. Lake Stevens Middle School works collaboratively with feeder pattern schools through the vertical teaming initiative to improve the quality of professional development and instruction which ultimately improve student achievement. Lake Stevens Middle School offers its students a wide variety of programs and services to meet their diverse educational needs. Our implementation of Advanced Technology Academy which features Web design and Computer Animation has sparked interest in both students and parents. A variety of educational programs, software and intervention are utilized by the vast majority of Lake Stevens' students to prepare them for the statewide assessment tests. Lake Stevens Middle School was awarded the Middle School Enrichment Grant through the Middle School Enrichment Program. It provides research-based and vocational technical programs to motivate and achieve measurable mathematics and reading improvement. The school will work closely with the Office of Intergovernmental Affairs and Grants Administration to research grant funding opportunities.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black Students in grades six through eight will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic Students in grades six through eight will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black Students in grades six through eight will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic Students in grades six through eight will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 97% or more students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase to 51 percent on the 2008 Science Test as compared to the 2007 administration of the FCAT Test Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction as evidenced by a comparison of the attendance rosters for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of indoor and outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all teachers will utilize the electronic grade-book as evidenced by 100 percent production of electronic report cards for all grading periods.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the Fitness Gram Test.

Given emphasis on career development and the benefits of exposing students to practical hands-on skills that are transferable to the world of work, there will be a 5 percentage point increase in the number of students achieving a final grade of a "B" or higher in the 2007-2008 vocational courses as compared to 2006-2007.

Lake Stevens Middle School will improve its ranking on the State of Florida ROI index publication from the 30th percentile rank in 2004 to the 31st percentile on the next publication of the index.

Lake Stevens Middle School has implemented many programs to meet our goal of optimizing student achievement. To reach our goal, we must include all stakeholders. Stakeholder involvement in the development, implementation, monitoring, and evaluation is vital to our success. The faculty and staff rated Strategic Planning a 3.8 and Process Management a 3.7 on a five point scale. To improve these areas, we will continue the use of our suggestion box, faculty and staff can also continue to address their concerns in faculty meetings or privately when necessary. Distribution of resources will be departmentalized to give teachers quicker and easier access. As we continue to collaborate and empower our faculty and staff, the leadership will encourage them to be a part of the learning community social program. This is an opportunity for faculty and staff to meet in a social setting to celebrate achievements and discuss any concerns they may have.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## 6351 - LAKE STEVENS MIDDLE SCHOOL

### 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's faculty and staff to create a community of independent, focused individuals seeking a purpose-filled education.

### MISSION

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 skill areas that are vital to becoming lifelong learners and productive citizens in a competitive and technological society.

### CORE VALUES



# School Improvement Plan 2007-2008



## Excellence

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

## Integrity

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

## Equity

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

## Citizenship

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

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## **School Demographics**

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### Facility/Community

Lake Stevens Middle School is located on 12.13 acres at 18484 N W 48th Place, Miami, Florida. The original building was built in 1973. In addition to the main building, the school has an additional eight-classroom building and six portables. The school is wired for network and Internet access and currently renovations are being made to the structure in accordance with the American Disabilities Act (ADA).

### Student Demographics

Lake Stevens Middle School serves a multi-ethnic community with approximately 79 percent of the students have been identified for free or reduced lunch, and the mobility rate is approximately 37 percent. The student population of approximately 850 students is 43 percent Hispanic, 52 percent Black, 3 percent White, and 1 percent Asian. There are 60 students in the program for the Gifted, 75 students in the SPED and 45 students in the ESOL program. 33 percent of our students scored Level 1 and 23 percent Level 2 on the 2007 administration of the FCAT Reading. On the 2007 administration of the FCAT Mathematics, 28 percent scored Level 1 and 19 percent scored Level 2.

### Unique Aspects: STRENGTHS

Lake Stevens Middle School offers its students a wide variety of programs and services to meet their diverse educational needs. Our implementation of Advanced Technology Academy which features Web design and Computer Animation has sparked interest in both students and parents. A variety of educational programs, software and intervention are utilized by the vast majority of Lake Stevens' students to prepare them for the statewide assessment tests. The following are some of the programs implemented to improve student achievement:

Read 180 Reading Intervention Program

Soar to Success Program

Brainchild Web Achiever Program

Achieve 3000 (ESOL) Program

Tutorial Programs (After School and Saturday)

Pull-Out Programs to provide Individualized Differentiated Instruction

Science, Engineering, Communications, Mathematics Enhancement Program (SECME)

Lake Stevens Middle School implements a daily 30 minutes school-wide Literacy period where all teachers model read aloud for five minutes followed by students reading independently for twenty minutes. These activities are followed by a five-minute journal writing session for students to write on what they read. Students independently select reading materials. To promote comprehension and participation, biweekly discussions on reading materials are done and students are rewarded. Teachers are also encouraged in all subject areas to include some aspect of reading in their classes with feedback to assess comprehension.

The Florida Department of Education (FDOE) graded Lake Stevens Middle School as a "C" school for the 2006-2007 school years. Our curriculum and instructional methodology adheres to the Florida Sunshine State Standards, Competency-Based Curriculum and Grade Level Expectations. An instructional focus calendar was developed to address specific weaknesses and unify instruction in order to ensure the achievement of high standards across all subject areas.

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 students participate in small learning communities with core team of teachers. Teachers are actively involved in developing curriculum, methods of assessment and selecting instructional materials and strategies. The school implements block scheduling, a research-based initiative to maximize the overall instructional focus which addresses the students' various learning styles. Over fifty percent of the language arts/reading teachers and seventy percent of core content teachers are CRISS trained. CRISS strategies are implemented across the curriculum. Exceptional Student Education (SPED) students and Limited English Proficient (LEP) students are included in the total school program, as appropriate, through an inclusionary and co-teaching model along with other specialized services. All instructional programs at Lake Stevens Middle School are research-driven and are aligned to the Sunshine State Standards (SSS), the Competency Based Curriculum (CBC), Comprehensive Reading Plan (CRP), Comprehensive Mathematics and Science Plan, and the State Middle School Reform Act.

### Unique Aspects: AREAS OF CONCERN

High Absentee Rate

The need for More Parental Involvement

The Need for More Business Partnerships Involvement

Large Teacher Turn-Over Ratio

### Teacher Demographics

Lake Stevens Middle School employs four administrators, 55 classroom teachers, three guidance counselors, one TRUST counselor, one media specialist, one community involvement specialist, three full-time paraprofessionals, eight clerical personnel, one computer specialist, three full-time cafeteria personnel, 22 part-time cafeteria personnel, 8 full-time custodians, one zone mechanic, one full-time and 4 part-time security monitors, and a School Resource Officer.

Of the instructional staff, thirty-three faculty members hold Masters degrees, eight hold Specialist and two have earned Doctoral



# School Improvement Plan 2007-2008



degrees. The ethnic composition of the faculty is as follows: 12 (21 percent) White; 34 (63 percent) African American; 8 (15 percent Hispanic) and 1 (1 percent) Asian. In addition, 48 (69 percent) staff members are females and 17 (31 percent) are males. There are 14 (25 percent) beginning teachers. Overall, Lake Stevens Middle School employs all full-time and no part-time teacher employees. The leadership team consists of the principal, assistant principals, academic department chairpersons, student services chairperson, middle school coordinator and reading coaches. Currently all vacancies are filled and there are no concerns regarding recruitment and retention.

## Class Size/Teacher-to-Student Ratio

The student-to-teacher ratio is 21:1 for general education students in each grade level and 10:1 for SPED. This is in line with the state's requirement.

## Attendance Rate

The student attendance rate demonstrates an increasing trend for the 2006-2007 as compared to the 2005-2006 data. The percentage of attendance for 2006-2007 was 93.18 as compared to 92.84. The annual average attendance rate has been below the District's. An attendance plan including incentive program will be implemented for the 2007-2008 school year.

## Feeder Pattern

Lake Stevens Middle School works collaboratively with feeder patterns schools through the vertical teaming initiative to improve the quality of professional development and instruction which ultimately improve student achievement. Lake Stevens Middle School is one of two middle schools in the Carol City Feeder Pattern, receiving students from six elementary schools. The data from the A+ Plan reveals that one of the elementary feeder schools received school grade of "B" (Joella Good), three (Charles D. Wyche, Lake Stevens, North County and North Glade) received a "C" and one (Skyway) received an "I". The students from Lake Stevens Middle transition into American Senior High School with a grade of "D" and Miami Carol City Senior High School with a grade of "F" on the 2006-2007 A+ Plan. None of the schools in the feeder are part of the school improvement zone.

## Special Programs

Lake Stevens Middle School offers its students a wide variety of programs and services to meet their diverse educational needs. Our implementation of Advanced Technology Academy which features Web Design and Computer Animation has sparked interest in both students and parents. We implement a 6th Grade Academy aimed at providing additional support and provide a smooth transition for students entering the middle school. The middle school teaming concept is fully embraced to ensure students are given a smaller, more personalized instructional setting. The 2007-2008 school year will start the 1st year of the NASA SEMMA Aerospace Science Academy. This academy seeks to provide students with additional inquiry-based scientific approach which utilizes all elements of the scientific method to further the development of science process skills. Additional educational software and intervention programs are also utilized by the vast majority of Lake Stevens' students to prepare them for the statewide assessment tests.

The vocational programs at Lake Stevens Middle provide students with practical hands-on skills that are transferable to the world of work. In addition the after school, Saturday school and summer camp program offer a rich curriculum aligned to the Sunshine State Standard (SSS) and Competency Based Curriculum (CBC). Instruction is provided in mathematics, reading, science and writing. Great emphasis is placed on hands-on activities giving students the opportunity to explore and discover their learning in mathematics and science.

The Florida Department of Education (FDOE) graded Lake Stevens Middle School as a "C" school for the 2006-2007 school years. Our curriculum and instructional methodology adhere to the Florida Sunshine State Standards, Competency-Based Curriculum and Grade Level Expectations. An instructional focus calendar was developed to address specific weaknesses and unify instruction in order to ensure the achievement of high standards across all subject areas.

## School Community Relations/Partners

Lake Stevens Middle School receives continuous support from district staff and directors and staff from Regional Center 1 in all areas of the day to day operation of the school. The Dade partners at Lake Stevens Middle School provide services for school events and donations of funds for student enhancement. The Dade partners include:

- One Stop Vending
- FELC Tutors
- UDTropia Technology

## Grants

Lake Stevens Middle School was awarded the Middle School Enrichment Grant through the Middle School Enrichment Program. It provides research-based and vocational technical programs to motivate and achieve measurable mathematics and reading improvement. The school will work closely with the Office of Intergovernmental Affairs and Grants Administration to research grant funding opportunities.

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## ***School Foundation***

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### **Leadership:**

The leadership at Lake Stevens Middle School seeks to establish a collaborative working environment, with clearly articulated school goals and learning standards to deliver high quality instruction to our diverse student population. Each school site leader has had experience and success in improving student achievement in urban school settings. Teachers are actively involved in developing curriculum, methods of assessment, and considering instructional materials and strategies. The school's leadership earned an overall rating of a 3.9 on a five point scale on the Organizational Performance Self-Assessment Survey. This reflects that the faculty and staff know the mission and expectations of the school and are guided by these principles as they create conditions that encourage and enable each student to learn. Staff also rates the working environment as supportive and positive. Although the administrative staff has changed each year, the overall rating from the faculty and staff indicate stability from the school leadership.

### **District Strategic Planning Alignment:**

The faculty and staff rate the school's strategic planning a 3.8 on a five point scale. The survey reflects that the school's faculty and staff work collaboratively and cooperatively to achieve the school's goals and that individual members are aware of the importance of their contribution to the end product.

### **Stakeholder Engagement:**

The survey reflects that faculty and staff are keenly aware of who their customers are and what their needs are. The faculty and staff rate stakeholder engagement a 4.1 on a five point scale. The responses are evidence that faculty and staff are empowered to solve their customers' problems.

Lake Stevens Middle School endeavors to maintain the relationship between school and home. Communication to parents is done in several ways. All written communication is disseminated to parents and the community in both English and Spanish. Written communications include newsletters, flyers, direct mailings of documents containing information regarding student progress, students' rights, extended learning opportunities, rules, school procedures, summer school enrollment, summer reading list, student agenda and calendar. Connect ED is used to communicate electronically with parents. In addition, several parent and community groups exist within the school which allow for parental and community involvement. The Community Involvement Specialist (CIS) also coordinates home visits when parents are unable to visit the school. The Educational Excellency School Advisory Council (EESAC) meets regularly and discusses issues pertaining to student achievement and school improvement. Parent Involved in Education (PIE) workshops are held to increase parental involvement and educational awareness.

### **Faculty & Staff:**

The faculty and staff rated Human Resource Focus a 3.7 on a five point scale. The faculty and staff at Lake Steven Middle School has experienced a high turnover rate during the last three years 10-15 teachers each year. However, the overall rating reflects that there is shared purpose and collaboration among the staff. Individuals perceive that they are recognized for their work and are encouraged to seek opportunities for advancement in their career.

The leadership at Lake Stevens Middle School strongly believes in maintaining high-quality and highly qualified teachers and has taken several steps to effectively implement our school's goals. To enhance teacher efficacy the school's leadership:

1. Implements and enforces stringent certification requirements for newly hired teachers.
2. Implements meaningful induction programs for new teachers.
3. Requires new teachers to participate in the school's on-site professional development program.
4. Limits the number of subject areas and grade levels a teacher teaches in order to develop their expertise in one or two fields.
5. Provides support and encouragement all for teachers.
6. Provides continuous professional development for teachers.

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



Faculty and staff rated Measurement, Analysis and Knowledge Management a 4.1 on a five point scale. The results reflect that faculty and staff are intricately involved in the disaggregating of student data to determine learning priorities, monitor progress, and help sustain continuous improvement. Teachers regularly prepare and administer assessments that complement the state's and district's assessments. Data from these and other assessments are disaggregated and used to differentiate instruction to meet the needs of each student. Non-academic data is also monitored by faculty and staff to review the progress of its employees and school functions.

### **Education Design:**

Faculty and staff rated Measurement, Analysis and Knowledge Management a 4.1 on a five point scale. The results reflect that faculty and staff are intricately involved in the disaggregating of student data to determine learning priorities, monitor progress, and help sustain continuous improvement. Teachers regularly prepare and administer assessments that complement the state's and district's assessments. Data from these and other assessments are disaggregated and used to differentiate instruction to meet the needs of each student. Non-academic data is also monitored by faculty and staff to review the progress of its employees and school functions.

Results from the 2007 Administration of the FCAT showed that the anticipated gains were not attained in reading. The school has implemented several extended learning programs that cater to all students.

Lake Stevens Middle School:

1. Provides after school tutoring by benchmark clusters in reading, writing, mathematics and science to students performing in the lowest 25th percentile.
2. Provides Saturday school tutoring in reading, writing, mathematics and science to all students.
3. Provides summer camp for low performing students in grades 6 through 8 that includes reading and mathematics instruction. The curriculum includes technology based intervention (Read 180, FCAT Explorer, Brainchild Webachiever and Achieve 3000) for phonemic awareness, phonics, vocabulary, fluency and comprehension.
4. Provides pull-out and special tutoring programs (Soar to Success) in reading. The program offers specialized instruction to students performing in the lowest 25th percentile.
5. Implements a mandatory mathematics and reading elective for all students who scored below FCAT Achievement Level 3 on the 2007 administration.
6. Offers model reading lessons in content area classes by Reading Coach at regular intervals.
7. Provides continuous professional development to all teachers on infusing reading in the content area.
8. Implements a mandatory bilingual after school program in Mathematics, Science and Reading for all LEP students.

### **Performance Results:**

Analysis of the data recorded in the Miami-Dade County Public School's Student Case Management System demonstrate the need for reduction in the number of indoor and outdoor suspension as evidenced in the 2006-2007 school year. Proactive faculty and staff, comprising the discipline cadre, a rigorous curriculum, increased electronic monitoring and surveillance, and increased parental involvement has been instrumental in maintaining a safe learning environment. The school climate survey reflects the positive views of the parents where the majority of them rated the school a safe and secure place for their children.

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

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### **Professional Development:**

The Reading Coach, administrators and other personnel provide training and model best practices on a regular basis as needed. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coach and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

### **Disaggregated Data :**

Student achievement data is used to determine the effectiveness of instructional strategies in the following ways:

1. Academic Improvement Team will disaggregate and share the results of the 2007 Florida Comprehensive Assessment Test (FCAT) with all stake-holders. Students are scheduled in classes based on level of mastery.
2. FCAT Level 1 and Level 2 students in reading are scheduled in Intensive and Intensive Reading Plus classes.
3. FCAT Level 3 and above students in reading are scheduled in advanced classes.
4. FCAT Level 1 and Level 2 students in mathematics are scheduled in intensive mathematics while students scoring Level 3 and above are scheduled in advanced classes.
5. Teachers will implement FCAT data analysis/goal setting day where teachers share individual scores with students and assist students in setting realistic goals for higher achievement on the administration of the 2008 FCAT. From this data, students' strengths and weaknesses will be identified and addressed. Tri-weekly data discussion will also be done individually for all students achieving FCAT Level 1 and Level 2 on tri-weekly benchmark assessments. Curriculum will be adjusted to meet the need of students.
6. Students scoring FCAT Level 1 and Level 2 in reading will be given the Oral Reading Fluency Measure. The data will be analyzed and instruction adjusted to meet the needs of students.
7. Scholastic Reading Inventory (SRI) scores are analyzed quarterly for all students enrolled in the Reading Intensive Plus classes.
8. Quarterly assessments are disaggregated by teacher, grade, subgroup, and benchmark. The data is constantly reviewed by the administrative team and teachers, and adjustments are made to curriculum. Based on the results, decisions are made regarding instruction, intervention and enrichment strategies, professional development opportunities, and the instructional focus calendar.
9. Administrators, department chairpersons and other key personnel are trained in using Edusoft, a tool for analyzing student performance.

### **Informal and Formal Assessments:**

Formative Evaluation

1. Read 180
2. Student Reading Inventory (SRI)
3. ORF
4. CELLA (ESOL)
5. District's Interim Assessment
6. Brainchild Web Achiever
7. Tri-weekly Interim Assessment (Mathematics, Reading, Science and Writing).
8. Achieve 3000 (ESOL)
9. Accelerated Reader

Summative Evaluation

1. FCAT 2007

### **Alternative Instructional Delivery Methods :**



# School Improvement Plan

## 2007-2008



Lake Stevens Middle School utilizes various forms of alternative instructional delivery methods that helps to improve their academic achievement.

1. A prescriptive tutorial program will be implemented to target students' weaknesses and enrich areas of mastery.
2. Students scoring FCAT Level 1 and Level 2 will be required to attend after school and/or Saturday tutorial programs.
3. FCAT Level 1 and Level 2 students in reading are scheduled in Intensive and Intensive Reading Plus classes while students scoring Level 3 and above are scheduled in advanced classes.
4. FCAT Level 1 and Level 2 students in mathematics are scheduled in intensive mathematics while students scoring Level 3 and above are scheduled in advanced classes.
5. State recommended pretest is administered prior to the start of tutoring.
6. Students will be scheduled in tutorial programs starting with their weakest area. After four weeks of remediation, students will be tested and moved to the next weakest area with continued review of previously covered skills.
7. Interim assessment will be administered on a tri-weekly basis.
8. State-recommended posttest will be administered two weeks prior to the end of tutoring allowing for time to remediate weaknesses.
9. Differentiated and specialized instruction in Reading will be provided to students performing in the lower 30th percentile through the pull-out program, utilizing the Soar to Success Program.
10. Differentiated and specialized instruction in Mathematics and Science will be provided to students performing in the lower 30th percentile through the pull-out program.
11. Incentives will be provided to students to encourage them to challenge themselves to meet mastery.

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

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Lake Stevens Middle School addresses the ten guiding principles of Secondary School Redesign throughout your School Improvement Plan under the following heading(s) and page(s):

Different Innovative Approaches to Instruction: Unique Aspects: Strengths - pages 5-6, Special Programs page 7

Responsibility of Teaching Reading for Every Teacher: Unique Aspects: Strengths pages 5-6,(School-wide Literacy )

Quality Professional Development for Teachers and Leaders: Professional Development - pages 19, 22, 25, 28, 33, 35, 37, 39, 41 and 42.

Small Learning Communities (SLC): Unique Aspects: Strengths - 5-6,

Intensive Intervention in Reading and Mathematics: Unique Aspects: Strengths pages 5-6, Special Programs page 7.

Course Choice Based on Student Goals / Interests / Talent - Unique Aspects: Strengths pages 5-6,.

Master Schedules Based on Student Needs – Disaggregated Data – Pages 10-11

Parental Access and Support: Strategies and Needs Assessment - Pages 29-30.

Applied and Integrated Courses - Addressed in Unique Aspects: Strengths pages 5-6,

Academic and Career Planning - Addressed in Unique Aspects: Strengths pages 5-6,

### Reading Goal

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

##### *Florida Education Priorities*

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

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

##### *District Strategic Plan*

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

#### **Reading Statement**

All students in grades six through eight will improve their reading skills meeting the state-required mastery level as assessed by the 2008 administration of the Florida Comprehensive Assessment Reading Test.

#### **Needs Assessment**

The results of the 2007 administration of the FCAT Reading Test indicate a 3% overall decrease in the number of students meeting high standards in reading achievement as compared to the 2006 administration. Within the specific clusters, the students in grade six showed a 5% decline in Words/Phrases; an increase of 3% in Main Idea; a 5% decrease in Compare/Contrast; and 7% decrease in Reference/Research. Students in grade seven showed a 1% increase in Reference/Research; the following clusters Word/Phrases and Compare/Contrast remained the same as 2006 administration while there was a 1% decrease in Main Idea. Students in eighth grade showed a 7% increase in Word/Phrases, a 2% in increase Reference/Research; a 4% decrease in Main Idea; and a 20 % Compare/Contrast. The students in the lowest quartile did not meet high standards in reading. This indicates a need to provide differentiated instruction across content areas with emphasis on reading strategies, and improve the daily instructional program for all students. The implementation of the Comprehensive Reading Plan requires all students to engage in Fluency development using the Jamestown Readers as a bell ringer in all Intensive Reading classes, coupled with a mandatory Intensive Reading Plus (Read 180), Intensive Reading (Read XL) elective class for all students scoring at levels 1 and 2 on the FCAT, and Achieve 3000 for LEP students. A school-wide intervention strategy is also in place with emphasis on the Basic Five Components of Reading (Phonemic Awareness, Fluency, Phonics, Vocabulary, and Comprehension). Students need to build vocabulary skills and develop fluency in order to improve reading comprehension across content area.

#### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black Students in grades six through eight will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic Students in grades six through eight will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide differentiated instruction to all students through pull-out and special tutoring programs including the SOAR to success program. Tutoring sessions are held Mondays-Fridays for an hour each day. The program will be evaluated using the Oral Reading Fluency Test.	Reading Coach, Language Arts Teachers, Reading Teachers, ESOL Teacher, Administrators	08/20/07	06/04/08	District-wide Literacy Plan	0
Implement a mandatory Intensive Reading Plus (Read 180) and Intensive Reading, (READ XL) elective class for all students scoring Level 1 or Level 2 on the 2007 FCAT Reading. The programs will be evaluated through the administration of the SRI Pre/Post tests.	Reading Coach, Language Arts Teachers, Reading Teachers, Administrators	08/20/07	06/04/08	District-wide Literacy Plan	0
Implement a mandatory ESOL reading elective class for all ESOL students and utilize the Achieve 3000 program. The programs will be evaluated through the administration of the Achieve 3000 Pre/Post Test.	Reading Coach, Language Arts Teachers, Reading Teachers, ESOL Teacher, Administrators	08/20/07	06/04/08	District-wide Literacy Plan	0
Administer interim reading assessments to monitor students' progress and instruction, then implement data driven instruction based on test results.	Reading Coach, Language Arts Teachers, Reading Teachers, Administrators	10/30/07	5/30/08	Continuous Improvement Model	0
Develop curriculum map aligned to the Sunshine State Standards, District's Pacing Guide and Comprehensive Reading Research Program which will be used as a guide for teachers throughout the year.	Reading Coach, Language Arts Teachers, Reading Teachers, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Conduct Parent Involved in Education (PIE) Workshops on writing skills and reading strategies to provide parents with the skills and understanding to help students become better writers and readers.	Administrators, Reading Coach, Reading Teachers, Language Arts Teachers ESOL Teacher,	10/01/07	12/15/07	District-wide Literacy Plan	400

### Research-Based Programs

1. Read XL Program
2. Timeless Voices, Timeless Themes in Language Arts
3. Read 180
4. Soar to Success

### Professional Development



# School Improvement Plan

## 2007-2008



The following professional development activities will be implemented throughout the 2007-2008 school year.

1. Monitor all departments in the utilization of CRISS strategies in their classrooms.
2. Provide teachers with professional development on how to analyze assessment data and use results to provide instruction in areas of deficiencies.
3. Provide ongoing mentoring to beginning teachers from professional growth team and administrators.
4. Provide professional development to all teachers through model lessons and mentoring supplied by the Reading Coach and Reading Leader.
5. Utilize the coaching model, based on the Comprehensive Reading Plan for reading and writing instruction, as a permanent feature of the teacher-mentoring program.
6. Provide ongoing support and professional development training with a focus on developing, organizing and implementing sound instructional practices by the Reading Leader and Reading Coach.
7. Provide professional development training using CRISS strategies, Read 180, Accelerated Reader, FCAT Explorer, FCAT Simulation and Riverdeep, Achieve 3000.

### **Evaluation**

#### Evaluation

##### Formative Evaluation

1. Read 180
2. Student Reading Inventory (SRI)
3. ORF
4. CELLA
5. District's Interim Reading Assessment
6. Brainchild Web Achiever

##### Summative Evaluation

1. FCAT 2007



## Mathematics Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### Mathematics Statement

All students in grades six through eight will improve their mathematics skills meeting the state-required mastery level as assessed by the 2008 administration of the Florida Comprehensive Assessment Test.

### Needs Assessment

An analysis of the 2007 FCAT mathematics data shows that 46 % of students in grades six through eight did not meet high standards in mathematics. Students in grade six showed no gains overall. Each cluster showed negative gain in all five clusters when compared to the 2006 administration. This indicates the need for remedial, differentiated instruction for all students in this grade level. Students in grade seven demonstrated a 12% increase in Algebraic Thinking, and 12% increase in Data Analysis. Number Sense and Measurement showed no gains when compared to the 2006 administration. There was a 13% decrease in Geometry. Students in grade eight showed gains in Measurement 17% and Geometry 9%. The instructional program will seek to provide more opportunities for hands-on activities that will make the algebraic connection to real life activities. The instructional model will transition through concrete, semi-concrete or pictorial, to abstract phases. These stages will be connected through discussion and a variety of hands-on mathematical activities in order to address the needs of all students in grades six through eight. The instructional program will seek to provide hands-on activities, encourage student with fun assignments, and connect math to their world. Throughout all grade levels, students need experience with collecting, analyzing, making inferences, and using meaningful data. These experiences must be infused into interdisciplinary lessons so that students can learn concepts from several subject areas and effectively use nstructional time while making real life connections. In general, all students need to develop a better understanding of mathematical vocabulary to read, comprehend texts, and express their thinking orally and in writing.

### NCLB Subgroup Target



# School Improvement Plan 2007-2008



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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black Students in grades six through eight will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic Students in grades six through eight will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students in grades six through eight will improve their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Parent Involved in Education (PIE) Workshops on Mathematics and Science skills to provide parents with the skills and understanding to help students with mathematics skills and the scientific process.	Administrators, Mathematics Teachers, Community Involvement Specialist	10/01/07	12/15/07	Continuous Improvement Model	400
Develop curriculum map aligned to the Sunshine State Standards and District's Pacing Guide which will be used as a guide for teachers throughout the year	Administrators, Mathematics Chairperson, Mathematics Teachers	08/20/07	06/04/08	Continuous Improvement Model	0
Administer District's Interim Mathematics Assessments to monitor students' progress and instruction.	Administrators, Mathematics Chairperson, Mathematics Teachers, Test Chairperson	10/30/07	05/30/08	Continuous Improvement Model	0
Provide differentiated instruction to all students through pull-out and special tutoring programs including the Mathematics Gizmo program. Tutoring sessions are held twice weekly for an hour each day. The program will be evaluated using pre/posttest.	Administrators, Mathematics Chairperson, Mathematics Teachers,	08/20/07	05/30/08	Continuous Improvement Model	0
Administer tri-weekly FCAT formatted benchmark assessment to develop test-taking strategies, monitor students' progress and guide instruction.	Administrators, Mathematics Chairperson, Mathematics Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Implement a mandatory mathematics elective for all students performing below FCAT Achievement Level 3 on the 2006 administration	Administrators, Counselors, Mathematics Teachers	08/20/07	05/30/08	District-wide Literacy Plan	0

### Research-Based Programs

1. Glencoe Mathematics Applications and Concepts
2. Glencoe Pre-Algebra
3. Glencoe Algebra I
4. Glencoe Geometry
5. McDougal Littell Mathematics
6. McDougal Littell Algebra I
7. Riverdeep

### Professional Development



# School Improvement Plan

## 2007-2008



1. Provide professional development training to teachers to analyze assessment data and use results to provide instructions in areas of deficiencies.
2. Provide professional development training to all mathematics teachers on the efficient utilization of state-adopted textbooks and resources. This includes the development of various forms of assessments and lesson plans that address the individual needs of students.
3. Provide ongoing mentoring to beginning teachers by professional growth team and administrators.
4. Provide opportunities for teachers to plan cooperatively and share best practices on a weekly basis.
5. Utilize the coaching model in mentoring beginning and core content teachers by the Mathematics Curriculum Resource Teacher.
6. Provide ongoing support and professional development training with a focus on developing, organizing and implementing sound instructional practices.
7. Provide teachers with in-service training on infusing technology in their lessons. The effective and efficient use of graphing calculators and internet will reinforce skills, introduce new concepts and reduce time spent on tedious calculations, giving more time for critical thinking.
8. Provide professional development training using CRISS strategies, FCAT Explorer, Assess2Learn, FCAT Simulation and Riverdeep.

### Evaluation

#### Formative Evaluation

1. District's Interim Assessment
2. Brainchild Web Achiever
3. Site-Authored Pre/Post tests.
4. Tri-weekly Benchmark Assessments

#### Summative Evaluation

1. FCAT 2008

## Writing Goal

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

#### *Florida Education Priorities*

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

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

### Writing Statement

All students in grade eight will improve their writing skills meeting the state-required mastery level as assessed by the 2008 administration of the FCAT Writing+ Test.

### Needs Assessment

The data indicates that 96% of the students in grade eight scored a 3.5 or higher on the 2007 FCAT Writing +Test. There was a 6 percentage point gain in students scoring 3.5 or higher in expository writing, and a 4 percentage point increase in persuasive writing. All subgroups achieved mastery level in writing.

However, analysis of the data also shows that students need opportunities to practice persuasive writing to achieve mastery. All students need opportunities to practice the writing skills encompassing the elements of focus, organization, support and conventions. Practice should include writing extended responses to content-based questions and giving written rationales for project results, as per the requirements of social studies, mathematics and science assignments.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 97% or more students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop curriculum map aligned to the Sunshine State Standards, District's Pacing Guide and Comprehensive Research-Based Reading Plan which will be used as a guide for teachers throughout the year.	Language Arts Teachers, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Provide continuous professional development to all teachers on infusing writing across the curriculum.	Language Arts Teachers, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Administer and analyze the District's pre mid, and post writing assessments then implement data-driven instruction based on results.	Language Arts Teachers, Administrators	8/20/07	5/30/08	Continuous Improvement Model	0
Utilize best practices and effective writing strategies such as learning logs, adjectives in detail, Role Audience Focus Topic (RAFT). Implement teacher-directed lessons which include sentence expansion and one sentence summaries, cloze passages, peer editing, learning logs and journals.	Language Arts Teachers, Administrators	08/20/07	05/30/08	Continuous Improvement Model	0
Conduct Parent Involved in Education (PIE) Workshops on writing skills and reading strategies to provide parents with the skills and understanding to help students become better writers and readers.	Administrators, Language Arts Teachers, Community Involvement Specialist	10/01/07	12/15/08	Continuous Improvement Model	
Provide small group, after school and Saturday tutoring to all students with a focus on grammar. Tutoring: Mondays through Thursdays (1hr) Saturday school (17) selected Saturdays (4 hrs) The programs will be evaluated through the administration of state recommended pre and post tests.	Language Arts Teachers, Reading Teachers, Administrators	10/01/07	04/30/08	District-wide Literacy Plan	0

### Research-Based Programs

1. Writing and Grammar Communication in Action by Prentice Hall
2. The Department of Education CD ROM.

### Professional Development

1. Provide training in the use of CRISS strategies, writing strategies, FCAT Writing and FCAT rubric for scoring.
2. Provide in-service training on how to analyze assessment data and use results to provide instruction in areas of deficiencies.
3. Provide ongoing mentoring to beginning teachers from professional growth team and administrators. Model lessons and mentoring supplied by the Reading Coach.
4. Utilize the coaching model, based on the Comprehensive Reading Plan for reading and writing instruction, as a permanent feature of the teacher-mentoring program.
5. Provide ongoing support and training with a focus on developing, organizing and implementing sound instructional practices by the Reading Coach.
6. Provide training in the use of Read 180, Accelerated Reader, FCAT Explorer, Assess2Learn, FCAT Simulation and Riverdeep.

### Evaluation



# School Improvement Plan 2007-2008



1. District's Pre/Mid/Post Writing tests
2. Tri-weekly Writing Assessment
3. Interim Assessment Writing Test

## Summative Evaluation

1. FCAT Writing+ Assessment 2008

## Science Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### **Science Statement**

All students in grade eight will improve their science skills twenty-nine percentage points as assessed by the 2008 administration of the Florida Comprehensive Assessment Test.

### **Needs Assessment**

An analysis of the science data reveals that students in grade eight made a 7 percentage point gain in Physical/Chemical, a 4 percentage point gain in Earth/Space, and a 14 percentage point gain in Scientific Thinking. Life/Environmental remained constant as compared to the 2006 administration.

This data demonstrated the need to improve in all content clusters. In Physical and Chemical Science, Earth Space Science and Life and Environmental Science students performed below mastery level. The data reveals students need practice collecting, measuring and organizing data, distinguishing between qualitative and quantitative data, interpreting data from charts, graphs, and writing laboratory reports using the scientific method.



### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase to 51 percent on the 2008 Science Test as compared to the 2007 administration of the FCAT Test Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer tri-weekly FCAT formatted benchmark assessment to develop test-taking strategies, monitor students' progress and guide instruction.	Science Teachers Science Department Chairperson Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Conduct Parent Involved in Education (PIE) Workshops on Mathematics and Science skills to provide parents with the skills and understanding to help students with mathematics skills and the scientific process.	Administrators, Science Teachers, Community Involvement Specialist	10/01/07	12/15/08	Continuous Improvement Model	0
Provide differentiated instruction to all students through pull-out and special tutoring programs including the Mathematics Gizmo program. Tutoring sessions are held twice weekly for an hour each day. The program will be evaluated using pre/posttest.	Science Teachers Science Department Chairperson Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Identify and design the necessary components which make up an experimental design. Promote a school science fair that emphasizes the use of proper scientific techniques and Scientific method in the projects entered .	Science Teachers, Science Department Chairperson, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Develop curriculum map aligned to the Sunshine State Standards and District's Pacing Guide which will be used as a guide for teachers throughout the year.	Science Teachers, Science Department Chairperson, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Conduct weekly investigations, which focus on various aspects of the experimental design.	Science Teachers, Science Department Chairperson, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Provide staff with scope and sequence in science including course specific science including course specific benchmarks	Science Teachers, Science Department Chairperson, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

### Research-Based Programs

Lake Stevens Middle School utilizes the following research-based programs to motivate students and achieve measurable improvement in science:

1. Florida Science
2. Earth Science by Holt
3. Mastering The FCAT

### Professional Development



# School Improvement Plan

## 2007-2008



The following professional development activities will be implemented throughout the 2007-2008 school year:

1. Provide professional development training to teachers to analyze assessment data and use results to provide instructions in areas of deficiencies.
2. Provide professional development training to all science teachers on the efficient utilization of state-adopted textbooks and resources. This includes the development of various forms of assessments and lesson plans that address the individual needs of students.
3. Provide ongoing mentoring to beginning teachers by professional growth team and administrators.
4. Provide opportunities for teachers to plan cooperatively and share best practices on a weekly basis.
5. Utilize the coaching model in mentoring beginning teacher and core content teachers by the science chairperson.
6. Provide ongoing support and professional development training with a focus on developing, organizing and implementing sound instructional practices.
7. Provide teachers with in-service training on infusing technology in their lessons. The effective and efficient use of graphing calculators and the internet will reinforce skills, introduce new concepts or reduce time spent on tedious calculations giving more time for critical thinking.
8. Provide professional development training using CRISS strategies, FCAT Explorer, FCAT Simulation and Riverdeep.

### **Evaluation**

#### Formative Evaluation

1. Site-Authored Pre/Post tests.
2. Tri-weekly FCAT Practice test.
3. District's Interim Assessments

#### Summative Evaluation

1. FCAT 2008 Science Assessment

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### **Parental Involvement Statement**

Lake Stevens Middle School will increase parental participation in all school-sponsored activities thereby providing a more effective partnership between home and school.

### **Needs Assessment**

A review of parent logs/hourly logs indicates that 25% of our parents participated in at least one parent night or other parent involved school-sponsored activities during the 2006-2007 academic year. Many parents from the Lake Stevens Middle School communities are working families who are unable to attend school activities during regular school hours. Furthermore, parents may be employed in more than one job, supporting large families, with limited time to attend their children's academic and social activities. The school needs to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage point increase in parental and community interaction as evidenced by a comparison of the attendance rosters for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Parent Resource Fair where parents may gather essential information to start the new school year .	Administrators, Department Chairpersons	09/11/07	09/11/07	Continuous Improvement Model	500
Conduct Parent Involved in Education (PIE) Workshops on Mathematics and Science skills to provide parents with the skills and understanding to help students with mathematics skills and the scientific process .	Administrators, Reading Coach, Reading Teachers, Language Arts Teachers, ESOL/SPED Teachers	08/20/07	03/01/08	Continuous Improvement Model	0
Conduct Parent Involved in Education (PIE) Workshops on writing skills and reading strategies to provide parents with the skills and understanding to help students become better writers and readers.	Administrators, Reading Coach, Reading Teachers, Language Arts Teachers, ESOL/SPED Teachers	08/20/07	03/01/08	Continuous Improvement Model	0
Provide various forms of advertisement notification of parent activities, such as U.S. mail, automated telephone calls (Connect Ed Communication) , posting notifications in local businesses, churches and school marquee.	Administrators, Department Chairpersons	08/20/07	06/04/08	Continuous Improvement Model	0
Provide parents with notifications which includes monthly calendar of parent/student related activities in their native language.  Conduct bilingual workshops in core subject areas a for parents of LEP and SWD students to provide them with skills and strategies to help their children.	Administrators, Department Chairpersons, Teachers	08/20/07	06/04/08	Continuous Improvement Model	0
Maintain a Parent Resource Center with appropriate materials to assist students/parents. Conduct parent Technology workshops to provide parents with the skills to enable them to access students' grades, and to communicate with administrators and teachers.	Administrators, Department Chairpersons, Micro-system Technician, Teachers, Community Involvement Specialist	08/20/07	06/04/08	Continuous Improvement Model	0

### Research-Based Programs

1. PTSA

### Professional Development

Lake Stevens Middle School will provide ongoing professional development activities that are aligned with the parental involvement objective. The following professional development activities will be implemented throughout the 2007-2008 school year:

1. Provide professional development to faculty and staff on the efficient ways to engage and support stakeholders.
2. Schedule Saturday in-services for parents on using Excel, Microsoft Word, PowerPoint and Email.
3. Invite parents to participate in Parents Involved in Education (P.I.E) nights.
4. Utilize Modules for PASSport to Success as well as guest presenters from different subject areas, to conduct educational and informational sessions for parents.

### Evaluation

A comparison of the 2006-2007 sign-in rosters with the 2007-2008 data will be used to evaluate this objective. In addition, the PTSA membership and activities for 2007-2008 will be compared to similar activities offered in the 2006-2007 school year.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

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

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

### **Discipline & Safety Statement**

Based on the number of SCAMS for the 2006-2007 school year, stakeholders agree that preventative measures related to student discipline are essential.

### **Needs Assessment**

Analysis of the data recorded in the Miami-Dade County Public School' Student Case Management System demonstrated the need for reduction in the number of indoor (362) and outdoor (456) suspensions as evidenced in the 2006-2007 school year. Proactive faculty and staff, a discipline cadre, a rigorous curriculum and increased parental involvement have been instrumental in maintaining a safe learning environment. The school climate survey reflected the positive views of the parents where the majority rated the school a safe and secure place for their children.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of indoor and outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and review with each student with a copy of the M-DCPS Student Code of Conduct	Administrators Teachers Counselors Registrar	08/20/07	06/04/08	Continuous Improvement Model	0
Provide and review Lake Stevens Middle School Discipline Plan that outlines school conduct expectations with each student.	Teachers, Counselors, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Address issues of teasing and bullying through counseling sessions during each homeroom.	Teachers, Counselors, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Conduct opening of school orientation meetings addressing student behavior plan standards and expectations.	Teachers, Counselors, Administrators	08/20/07	10/15/07	Continuous Improvement Model	0
Implement the discipline plan and maintain parent contact logs detailing classroom behavior concerns. Implement the electronic monitoring system, along with the use of school agendas to ensure the safety of students.	Teachers, Counselors, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

### Research-Based Programs

1. PTSA

### Professional Development

1. Provide professional development on promoting and maintaining a safe learning environment for teachers, security monitors and other school personnel.
2. Provide professional development for the Critical Response Team.
3. Share best practices dealing with behavior problems.
4. Monitor weekly team meetings where the discipline cadre, teachers, and parents share best practices dealing with unsatisfactory behavior.

### Evaluation

The evaluation will include the Miami-Dade County Public School's Student Case Management System Report and COGNOS as a progress monitoring tool.

## Technology Goal

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

#### *Florida Education Priorities*

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

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

### Technology Statement

Students will augment their usage of various forms of technology to increase student achievement throughout the curriculum. Lake Stevens Middle School will have all teachers utilize the electronic Pinnacle Grade-book program.

### Needs Assessment

A review of the effective use of technology in the classroom shows that many of our beginning teachers have no experience using an electronic grade-book. A survey indicates that 95% of the staff uses technology to support both business practices and instructional programs. The integration of technology into the teaching and learning process enhances student achievement. Stakeholders have requested opportunities to learn more about the ways in which technology can further learning for all.

### Measurable Objective

Given an emphasis on the use of technology in education, all teachers will utilize the electronic grade-book as evidenced by 100 percent production of electronic report cards for all grading periods.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide interactive and visual learning opportunities to all students and teachers for the successful implementation of the Accelerated Reader Program.	Administrators, Teachers Media Specialist	08/20/07	06/04/08	Continuous Improvement Model	0
Provide interactive and visual learning opportunities to all students through the Advanced Technology Academy (features animation and web design).	Administrators, Teachers	08/20/07	06/04/08	Continuous Improvement Model	0
To integrate technology into core subject area utilizing Accelerated Reader Program, SMARTboard Technologies and Brainchild web achiever.	Administrators, Teachers, Media Specialist	08/20/07	06/04/08	Continuous Improvement Model	0
Conduct periodic monitoring to ensure proper utilization of the Pinnacle Grade -Book software by teachers.	Administrators Grade Book Managers	08/20/07	06/04/08	Continuous Improvement Model	0
To integrate technology into core subject area curriculums utilizing SMART board Technologies and Brainchild web achiever.	Department Chairpersons Technology Teacher All Teachers	08/20/07	08/04/08	Continuous Improvement Model	0
Conduct appropriate beginner and advanced electronic grade-book software training for appropriate instructional personnel.	Administrators Grade book manager.	08/20/07	06/04/08	Continuous Improvement Model	0
Integrate the use of SnapShot program to disseminate academic and non-academic data to faculty and staff more quickly.	Administrators, Department Chairpersons, Counselors	10/01/07	06/04/08	Continuous Improvement Model	2000

### Research-Based Programs

1. Brainchild
2. Webachiever

### Professional Development

1. Electronic Grade-Book training
2. 8-Step Continuous Improvement Model (CIM).
3. Provide professional development for teachers using Smartboard by SMART Technologies.
4. Provide professional development for teachers in the use of computer applications, such as word processing, database, desktop publishing, spreadsheets, and multimedia applications.
5. Snapshot training

### Evaluation

The summative assessment of this objective will be based upon the actual grading period and examination inputs download to OIT for year end report cards as indicated by a school generated report. The formative assessment of this objective will be based on the the interim progress report production done through the Grade-Book Manager.



## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

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

All physical education students in grades six through eight will be given the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally, age-appropriate physical activities.

### **Needs Assessment**

To properly assess both student fitness performance and programmatic success, Lake Stevens Middle School will administer a pre- and post- test to determine student baseline measures. Students' health-related fitness is assessed through the implementation of the Fitness Gram program.

During the 2006-2007 school year, Lake Stevens Middle School had 210 students who participated in the Fitness Gram test program. Thirteen students received gold and fifty-five students received silver. In total, thirty-two percent of students meet proficiency standards on the Fitness Gram test.

### Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the Fitness Gram Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use FitnessGram software to produce an individualized report for each student.	Physical Education TeachersAdministrators	08/20/07	06/04/08	Continuous Improvement Model	0
Create class fitness plans.	Physical Education TeachersAdministrators	08/20/07	10/30/07	Continuous Improvement Model	0
Implement cardio-vascular exercise routine.	Physical Education TeachersAdministrators	08/20/07	06/04/08	Continuous Improvement Model	0
Implement stretching and muscle endurance routine	Physical Education TeachersAdministrators	08/20/07	06/04/08	Continuous Improvement Model	0
Administer a FitnessGram pre-test to determine baseline measures.	Physical Education Teachers, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Facilitate award ceremony for students receiving the silver or gold awards in the Fitness Gram competition.	Administrators, Elective Teachers, Community Involvement Specialist	05/01/08	05/30/08	Continuous Improvement Model	

### Research-Based Programs

1. FitnessGram Program.

### Professional Development

1. Provide professional development for physical education teacher on current health trends and healthy practices.
2. Provide professional development to faculty on Fitness Gram and the elements that it assesses.

### Evaluation

The results of the 2008 Fitness Gram Assessment will be the primary tool used to evaluate this objective.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

Students at Lake Stevens Middle School will benefit academically from participating in the vocational programs.

### ***Needs Assessment***

Studies show that students learn through different modalities. The primary function of the vocational program is to provide students with exposure to different career opportunities and practical hands-on skills that are transferable to the world of work. This will improve students' creative thinking and analytical skills. With over 50 percent of the students at Lake Stevens Middle School not meeting high standards in both mathematics and reading, enrollment for some elective classes has decreased. Students participating in the vocational programs will benefit academically. Forty percent of students achieved a grade of "B" or above in the 2006-2007 school year. There was no entry to local competition or magnet school application. There is a need to increase the number of students receiving a final grade of a "B" or above in vocational courses and to increase the number of applications submitted to magnet schools.

### Measurable Objective

Given emphasis on career development and the benefits of exposing students to practical hands-on skills that are transferable to the world of work, there will be a 5 percentage point increase in the number of students achieving a final grade of a "B" or higher in the 2007-2008 vocational courses as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review subject selection forms for elective selection.	Elective Teachers Counselors Administrators Registrar Counselors	08/20/07	06/04/08	Continuous Improvement Model	0
Promote elective participation through advertisement.	Elective Teachers, Counselors, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Establish opportunities to participate in vocational competitions and exhibitions.	Elective Teachers, Counselors, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Provide students with opportunities to visit museums, theatres and other cultural events.	Elective Teachers, Counselors, Administrators	08/20/07	06/04/08	Continuous Improvement Model	0
Facilitate award ceremony for students creating outstanding pieces in vocational courses.	Administrators, Elective Teachers, Community Involvement Specialist	05/01/08	05/30/08	Continuous Improvement Model	0

### Research-Based Programs

1. Glencoe Technology Interaction
2. Glencoe Technology Today and Tomorrow
3. Wright Manufacturing and Automation Technology

### Professional Development

1. Provide professional development for vocational teachers.
2. Provide professional development for counselors.
3. Provide professional development on conducting elective fair and completing subject selection forms with counselors and teachers.

### Evaluation

The evaluation of this objective will be based on the number of students receiving a final grade of a "B" or higher on their report cards in vocational courses in the 2007-2008 school year as compared to the 2006-2007 school year.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Lake Stevens Middle School will rank at the 30th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2005-2006, Lake Stevens Middle School ranked at the 30th percentile on the State of Florida ROI index.

### Measurable Objective

Lake Stevens Middle School will improve its ranking on the State of Florida ROI index publication from the 30th percentile rank in 2004 to the 31st percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Administration, Teachers	8/14/2006	5/30/2007	District-wide Literacy Plan	0
Review reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, Teachers	8/14/2006	5/30/2007	District-wide Literacy Plan	0
Consider shared use of facilities, partnering with community agencies.	Administration, Teachers	8/14/2006	5/30/2007	District-wide Literacy Plan	0
Become more informed about the use of financial resources in relation to school programs.	Administration, Teachers	8/14/2006	5/30/2007	District-wide Literacy Plan	0

### Research-Based Programs

1. Read XL
2. Timeless Voices, Timeless Themes in Language Arts
3. Read 180
4. Writing and Grammar Communication in Action by Prentice Hall
5. Glencoe Mathematics Applications and Concepts
6. Glencoe Algebra I
7. Glencoe Geometry
8. McDougal Littell Algebra I

### Professional Development

1. Provide professional development for administrators on money matters, budget and grant writing.
2. Provide teachers with professional development on Instructional Assessments
3. Monitor all departments in the utilization of CRISS strategies in their classrooms.
4. Provide teachers with professional development on how to analyze assessment data and use results to provide instruction in areas of deficiencies.
5. Provide ongoing mentoring to beginning teachers from professional growth team and administrators.
6. Provide professional development to all teachers through model lessons and mentoring supplied by the Reading Coach and Reading Leader.
7. Utilize the coaching model, based on the Comprehensive Reading Plan for reading and writing instruction, as a permanent feature of the teacher-mentoring program.
8. Provide ongoing support and professional development training with a focus on developing, organizing, and implementing sound instructional practices by the Reading Leader and Reading Coach.
9. Provide professional development training using CRISS strategies, Read 180, Accelerated Reader, FCAT Explorer, Assess2Learn, FCAT Simulation and Riverdeep.
10. Provide professional development to all teachers on Increasing Instructional Density
12. Provide professional development on Brainchild Web Achiever online assessment
13. Provide professional development on Achieve 3000
14. Provide professional development on the use of Spanshot.

### Evaluation

On the next State of Florida ROI index publication, Lake Stevens Middle School will show progress toward reaching the 31st percentile.

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**EESAC Compliance**

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

**Budget:**

The EESAC will review opportunities to expend its budget in areas based on students' needs assessment. Special consideration will be given to fiction and non-fiction books that are science-based and the implementation of the Accelerated Reader (AR) Program. Funds will be allocated to student achievement activities throughout the school year.

**Training:**

Not applicable

**Instructional Materials:**

The EESAC will approve the budget to purchase print and non-print materials based on students' needs.

**Technology:**

The EESAC will approve the budget to allow for the purchase of software programs including the Accelerated Reader (AR) Program.

**Staffing:**

Not applicable

**Student Support Services:**

Not Applicable

**Other Matters of Resource Allocation:**

Not applicable

**Benchmarking:**

Review and comment on assessment rules.

**School Safety & Discipline:**

Review and comment on school safety and discipline plan. Participate in evaluating and implementing a school-wide discipline plan.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	400
Mathematics	400
Writing	0
Science	0
Parental Involvement	500
Discipline & Safety	0
Technology	2000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>3300</b>





# School Improvement Plan 2007-2008



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

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

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

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

*Required Signatures:*

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

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

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

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

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

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

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

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