
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6351 - Lake Stevens Middle School

FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Derick McKoy

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Lake Stevens Middle School

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. The school's population of approximately 1300 students is 44 percent Hispanic, 52 percent Black, 3 percent White, and 1 percent Asian. Approximately 81 percent have been identified for free or reduced lunch, and the mobility rate is approximately 95 percent.

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 ninety 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 (ESE) 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.

The following objectives will be implemented to meet our goals:

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44% of the students meeting the state-required mastery level as assessed by the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades six through eight will improve their reading skills as evidenced by a 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their reading skills as evidenced by a 44 percent scoring at a level 3 or higher on the 2006 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 a 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades six through eight will improve their reading skills as evidenced by a 44 percent scoring at a level 3 or higher on the 2006 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 a 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantage students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade eight will increase by 1% their writing skills on the 2006 administration of the FCAT Writing Test as compared to the 2005 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eight will increase science skills as evidenced by an increase in the mean scale score to meet the District's mean scale score of 272 on the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by a comparison of the attendance rosters for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 20% decrease in the number of indoor and outdoor suspensions during the 2005-2006 school years as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of technology assisted learning in Read 180 and FCAT Explorer as evidenced by a 5% increase during the 2005-2006 school years as compared to the 2004-2005.

Given instruction based on the M-DCPS mandated FitnessGram standards, students in grades six through eight will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Given emphasis on the benefits of learning a second language, 70% of students will complete a foreign language course with a 'C' or higher.

Lake Stevens Middle School will improve its ranking on the State of Florida ROI index publication from the 58th percentile in 2003 to the 60th 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 3.6 and Process Management a 3.5 on a five point scale. To improve these areas, we proposed to establish a suggestion box for faculty and staff and 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.

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.

Lake Stevens Middle School

VISION

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

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

CORE VALUES

Excellence

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

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School Demographics

Lake Stevens Middle School, located at 18484 Northwest 48 Place in northern Miami-Dade County, opened its doors to students in 1973. The school's population of approximately 1300 students is 44 percent Hispanic, 52 percent Black, 3 percent White, and 1 percent Asian. Approximately 81 percent have been identified for free or reduced lunch, and the mobility rate is approximately 36 percent. Each school site leader has had experience and success in improving student achievement in urban school settings. The staff meets the No Child Left Behind (NCLB) highly certified criteria for instructional program. Student-to-teacher ratios are at or below State requirements. The faculty of 78 professionals is comprised of 20 males and 58 females. Twenty-nine faculty members have Master's degrees, 5 Specialist and 2 Doctoral degrees. There are six beginning teachers. The ethnic composition of the faculty is as follows: 22 percent White; 63 percent African American; 15 percent Hispanic. 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. Lake Stevens Middle School offers its students a wide variety of programs and services to meet their diverse educational needs. A variety of educational software is utilized by the vast majority of Lake Stevens' students, to prepare them for the statewide assessment tests.

School Foundation

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. 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.

District Strategic Planning Alignment:

The faculty and staff rate the school's strategic planning a 3.6 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 are their needs. The faculty and staff rate stakeholder engagement a 4.0 on a five point scale. The responses are evidence that faculty and staff are empowered to solve their customers' problems.

Faculty & Staff:

The faculty and staff rated Human Resource Focus a 3.7 on a five point scale. This 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.

Teacher Mentoring Programs:

Lake Stevens Middle School's mentoring program follows the broad outline of the District Professional Assessment and Comprehensive Evaluation System (PACES) manual regarding policies and procedures. New teachers are scheduled to attend a series of on-site and district orientation programs to introduce programs and procedures of Miami-Dade County Public Schools to ensure the new teachers' comfort and success in the teaching environment. Annual contract teachers are assigned to a professional growth team and to mentors who will guide and support them throughout the year.

The mentoring program is designed to help beginning teachers as well as other teachers who are in need of assistance. It provides professional development in the following areas: grade book, reports, failure notices, discipline, assessments, data analysis, SPI, lesson plans, open house procedures, best practices, infusing reading in content areas and the implementation of the school's curriculum map. The designated mentors are department

chairpersons, reading coach, master teachers and administrators. Evaluation and application of activities are followed up with remediation by the reading coach and during formal and informal observations by the administrative staff.

Teachers are required to plan collaboratively by departments and grade levels using their curriculum maps. Lesson plans are reviewed by department chairpersons, professional growth team or individual mentor and monitored by administrators. Lesson plans must meet the PACES standard and student objectives must be clearly written. Mentor teachers will be given scheduling considerations in order to allow them time for their work with beginning teachers. Teachers on annual contracts are required to maintain an activity log, which is monitored by their professional growth team in order to ensure that teaching standards are successfully met.

Additional assistance to all teachers is provided through model lessons and mentoring supplied by the Reading Leader. Mentoring utilizing a coaching model is also provided through the department chairpersons and Mathematics Curriculum Support Specialist. The Reading Leader and Mathematics Curriculum Support Specialist also provide ongoing support and professional development training with a focus on developing, organizing and implementing sound instructional practices.

Data/Information/Knowledge Management:

Faculty and staff rated Measurement, Analysis and Knowledge Management a 4.0 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:

Results from the 2005 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) 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 2005 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.

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 2004-2005 school year. Proactive faculty and staff, a rigorous curriculum and increased parental involvement have 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.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Describe the actions taken to attract and retain high-quality, highly qualified teachers.

The leadership at Lake Stevens Middle School strongly believes in maintaining high-quality and highly qualified teachers 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 for teachers.
6. Provides continuous professional development for teachers.

• Highly Qualified, Certified Administrators:

Dr. Derick McKoy, Principal

Employee # 169201, B.S. Biology Florida State University; M.S. Secondary Education University of Miami; Ed.D Education Nova Southeastern University.

Dr. McKoy has worked as an assistant principal, classroom teacher, middle school coordinator, and coach.

Prior to joining the team at Lake Stevens Middle School, Dr. McKoy served as member of the district's assistant principals' liaison committee, member of Region 1 assistant principals' steering committee, member of the DASA board, and co-chair of the Barbara Goleman Feeder Pattern articulation committee.

As an assistant principal at Barbara Goleman Senior, he supervised the Mathematics and Science departments. He used his knowledge to motivate his colleagues to excellence and high standards. Dr. McKoy provided professional development for teachers with an emphasis on data-driven decision making.

He worked diligently with parents, faculty, staff, students, and the administrative team to improve the school letter grade as was indicated by moving the grade from a D to a C for three consecutive years.

Most recently, Dr. McKoy has been actively involved in enhancing the instructional program at Lake Stevens Middle School. He strives to implement strategies that will impact student achievement in Reading, Mathematics, Writing, and Science.

Isolyn Hillhouse, Assistant Principal for Curriculum

Isolyn T. Hillhouse, 215243, B.A Economics; M.A. Educational Computing and Technology; National Board Certified in Early Adolescence Mathematics; Endorsement: Gifted and Educational Leadership, K-12

Ms. Hillhouse has worked as a Mathematics Teacher, Mathematics Department Chairperson, Member and Chairperson of the Educational Excellence School Advisory Council (EESAC), Member and Chairperson of the School Performance Excellence Plan (SPEP) Committee, Member of the Alliance Technology Training Program, Member of the New Educators Support Team (NEST) and Member of the National Board Certified Teachers Mentoring Program.

Prior to joining the team at Lake Stevens Middle School, she used her experiences, expertise, flexibility, skills and influences to inspire students, colleagues and parents to aspire towards excellence. She has coordinated and facilitated various professional development workshops for teachers and Florida Comprehensive Assessment Test (FCAT) and parenting workshops for parents.

Ms. Hillhouse worked collaboratively with the parents, students, community leaders, faculty, staff, and administrative team at

Henry H. Filer Middle School, which resulted in an increase in the overall student performance as indicated by the school grade moving from a C to a B for three consecutive years.

As an Assistant Principal of Curriculum at Lake Stevens Middle School, Ms. Hillhouse developed, facilitated and monitored a New Teachers' Mentoring Program, monitored and organized a calendar for ongoing professional staff development, monitored the School Performance Excellence Plan (SPEP), Academic Improvement Plan (AIP), tutorials for pull-outs, during, and after school, and supervised the overall instructional program with emphasis on data-driven decision making.

She has attended various state-mandated seminars and conferences to enhance achievement at Lake Stevens Middle School. Her vision, creativity, dedication, and hard work at Lake Stevens Middle School have resulted in an increase in students' performance gains in reading, writing, and mathematics, as indicated by a 15 point increase in the overall school performance score on the Florida A+ Plan.

Alvaro Mejia, Assistant Principal

Alvaro Mejia 178730 B.S. Political Science and Criminal Justice; M.S. Varying Exceptionalities; Educational Specialist in Educational Leadership.

Prior to joining the administrative team at Lake Stevens Middle School, Alvaro Mejia taught Mathematics and Science to ESE students, first at Palmetto Middle School, then at G. Holmes Braddock Senior High School. While working at Palmetto Middle School, he was responsible for ensuring all of his students' IEP's were properly completed and implemented. Mr. Mejia did this by providing a hands-on approach to his students with special needs. Mr. Mejia's implementation of real world lessons produced positive academic and behavioral results. At G. Holmes Braddock Senior High School, Mr. Mejia took on the roles of Brigance test coordinator and E-Buddies liaison, linking his students to others via the internet, thereby encouraging them to practice their writing skills while communicating to their peers. He also helped prepare them for future careers in many capacities.

Alvaro Mejia later assumed the role of ESE Chairperson at G. Holmes Braddock Senior High School where he was responsible for 450 Students, 25 teachers and four support personnel. There, he utilized the Read 180 Program to improve reading achievement in low-scoring students and was instrumental in the expansion of the program to include all students in language arts classes within the Department. Mr. Mejia also arranged all inservice training for the department as well as serving as LEA representative and serving on the Curriculum Council. Mr. Mejia organized and conducted CST/CST-R's, staffings, evaluations, FAB's, BIP's, IEP meetings, and transition meetings with sensitivity and candor to encourage the participation of parents as well as students. This provided an environment that allowed students to feel a sense that they could "take charge" of their education. Consequently, this involvement produced higher academic achievement and resulted in many of his ESE students going on to further their education after high school.

Mr. Mejia later became an Assistant Principal at Citrus Grove Middle School where he took advantage of every opportunity to positively affect student academic achievement. He facilitated the use of the Accelerated Reader program and conducted observations throughout the school using the PACES evaluation system, thereby ensuring that his teachers and students were working efficiently to improve students' reading. Mr. Mejia also worked with the administrative team to map out the curriculum for the following year in order to promote increased achievement in all subjects. He utilized his clerical staff to provide a welcome environment for parents to encourage their involvement. This sent the message that their participation was not only appreciated, but an integral part of their child's education. Similarly, Mr. Mejia, while overseeing the cafeteria and its staff, ensured that students were provided with a healthy environment for social interaction, thereby fueling their minds and bodies in preparation for fulfilling the day's academic goals.

Gisela B. Rodriguez, Assistant Principal

Gisela B. Rodriguez 141269 B.A. Elementary Education; Masters of Science in Guidance and Counseling; Educational Specialist in Educational Leadership.

Prior to joining the administrative team at Lake Stevens Middle, Gisela Rodriguez worked as a teacher assistant at Palm Lakes Elementary. While working at Palm Lakes she was responsible for all Compensatory Education Aides. She was responsible for ensuring all aides were providing the proper remediation to their assigned students. Mrs. Rodriguez also monitored the first computer lab ever implemented at Palm Lakes.

Later on Mrs. Rodriguez joined the Miami Lakes Middle School family where she served in various capacities. Gisela Rodriguez first became the Project Victory Lab coordinator, a program designed to assist Exceptional Education students in gaining hands-on experience in different career strands. Then, she became a Social Studies teacher where she taught Geography to incoming sixth graders. While teaching Social Studies Mrs. Rodriguez looking for ways of helping students meet with success saw the need for academic as well as emotional support, thus, she became a counselor. She remained at Miami Lakes Middle as a counselor for special programs and ESOL. Her expertise and skills helped her positively influence and improve such programs.

Mrs. Rodriguez later on became part of the leadership team that opened Lawton Chiles Middle school. She served as Student Services Department Chair and Testing Chair. During that time she used her experiences and skills to enhance the achievement of the school and their stakeholders. She collaboratively helped to implement programs of excellence geared to increase student achievement as evidenced by the school receiving a letter grade of "B" on its first year and maintaining it ever since. Mrs. Rodriguez worked tirelessly with the feeder pattern schools to make sure student transitions were smooth for students and parents as well. She coordinated and facilitated workshops for faculty and parents on topics such as FCAT, reading, IEP, EP, LEP, test taking skills, etc.

Mrs. Rodriguez served as temporary Assistant Principal at Henry H. Filer Middle Community School. While at Filer she helped increase the number of students participating in the advance and gifted programs, she coordinated the summer school program and cooperatively coordinated all opening of schools activities and handbooks. She assisted with curriculum mapping for the upcoming school year and creating the master schedule.

Her commitment, dedication and hard work are evident. She recognizes the importance of life long learning in educating our future generations.

• Teacher Mentoring:

Lake Stevens Middle School's mentoring program follows the broad outline of the District Professional Assessment and Comprehensive Evaluation System (PACES) manual regarding policies and procedures. New teachers are scheduled to attend a series of on-site and district orientation programs to introduce programs and procedures of Miami-Dade County Public Schools to ensure the new teachers' comfort and success in the teaching environment. Annual contract teachers are assigned to a professional growth team and to mentors who will guide and support them throughout the year.

The mentoring program is designed to help beginning teachers as well as other teachers who are in need of assistance. It provides professional development in the following areas: grade book, reports, failure notices, discipline, assessments, data analysis, SPI, lesson plans, open house procedures, best practices, infusing reading in content areas and the implementation of the school's curriculum map. The designated mentors are department chairpersons, reading coach, master teachers and administrators. Evaluation and application of activities are followed up with remediation by the reading coach and during formal and informal observations by the administrative staff.

Teachers are required to plan collaboratively by departments and grade levels using their curriculum maps. Lesson plans are reviewed by department chairpersons, professional growth team or individual mentor and monitored by administrators. Lesson plans must meet the PACES standard and student objectives must be clearly written. Mentor teachers will be given scheduling considerations in order to allow them time for their work with beginning teachers. Teachers on annual contracts are required to maintain an activity log, which is monitored by their professional growth team in order to ensure that teaching standards are successfully met.

Additional assistance to all teachers is provided through model lessons and mentoring supplied by the Reading Leader. Mentoring utilizing a coaching model is also provided through the department chairpersons and Mathematics Curriculum Support Specialist. The Reading Leader and Mathematics Curriculum Support Specialist also provide ongoing support and professional development training with a focus on developing, organizing and implementing sound instructional practices.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Lake Stevens Middle School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC accomplishes this by collaborating with site leadership and council members through monthly meetings. During these sessions, the progress of SIP goals and available resources are discussed and analyzed in order to facilitate success. The recommendations made follow the procedures outlined in the Plan-Do-Study-Act cycle of the 8-Step Continuous Improvement Model (CIM).

• Extended Learning Opportunities

Results from the 2005 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) 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 2005 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.

• **School Wide Improvement Model**

Lake Stevens Middle has adopted and implemented the research based 8-step Continuous Improvement Model (CIM). It was successfully implemented by the Brazosport Independent School District in Texas, and it has been integrated with the philosophies of both Total Quality Management (TQM) and Effective Schools Research. The District's Office of Improvement Team assisted with the implementation of the 8-step (CIM) professional development for the administrative team, the department leadership team, and all faculty members.

Additionally, the school developed a curriculum map modeled after a particular middle school earning an "A" consecutively. The map emphasized key language arts, reading, writing, math, science, and social studies strategies. It aligns the Sunshine State Standards/benchmarks relevant to each grade level expectations tested on the FCAT. It incorporates a variety of school wide strategies to further infuse reading across the curriculum, and serves as a guide to help teachers keep track of what has been taught throughout the year.

By using data to drive instruction, the school also implemented an FCAT data analysis/ goal setting day. On this day, teachers shared individual scores with students and assisted them in setting goals for higher attainment on the administration of the 2006 FCAT.

School-wide, Read Independently Start Early (RISE) teacher directed activity, students read high interest novels followed by teacher and students interaction with a focus on FCAT style questions and answers.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students in grades six through eight will improve their reading skills meeting the state-required mastery level as assessed by the 2006 administration of the Florida Comprehensive Assessment Test.

Needs Assessment

The results of the 2005 administration of the FCAT Reading Test indicate that there was a 7% decline in reading achievement as compared to the 2004 administration. Within the specific clusters, the students in grade six showed a 7% gain in words/phrases while students in grade seven and eight demonstrated a combined 17% gain in reference and research. However, the data also indicates that in the additional clusters of compare/contrast, cause and effect, and main idea/author's purpose, the majority of the students did not perform at mastery level.

The students in the lowest quartile did not perform at the level of mastery. This indicates a need to provide differentiated instruction across content areas and improve the daily instructional program for all students. The implementation of the Comprehensive Reading Plan requires all students to engage in 30 minutes of independent reading collectively every day, 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. 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

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44% of the students meeting the state-required mastery level as assessed by the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades six through eight will improve their reading skills as evidenced by a 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their reading skills as evidenced by a 44 percent scoring at a level 3 or higher on the 2006 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 a 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades six through eight will improve their reading skills as evidenced by a 44 percent scoring at a level 3 or higher on the 2006 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 a 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide continuous professional development to all teachers on infusing reading in the content area: CRISS training for all new teachers; model best practices in reading by Reading Coach at regular intervals.	Reading Coach Language Arts Teachers Reading Teachers Administrators	8/8/2005	5/24/2006
Provide small group tutoring after school and Saturdays to students in all sub-groups; African American, Students with Disabilities, economically disadvantaged, Limited English Proficiency and Hispanic. After school tutoring will run from Mondays through Thursdays for one hour each day while the Saturday school runs seventeen selected Saturdays for four hours each day. The programs will be evaluated through the administration of	Reading Coach Language Arts Teachers Reading Teachers Administrators	9/12/2005	5/04/2006

state recommended pre and post tests.			
Provide differentiated instruction to students in all sub-groups; African American, Students with Disabilities, economically disadvantaged, Limited English Proficiency and Hispanic through pull-out and special tutoring programs utilizing the Soar to Success Program. The pull-out program will run various times from Mondays through Fridays for one hour each session. The program will be evaluated using the Progress Monitoring Reporting Network (PMRN) Measures.	Reading Coach Language Arts Teachers Reading Teachers Administrators	10/11/2005	5/24/2006
Administer interim reading assessments to monitor students' progress and instruction, then implement data driven instruction based on interim assessment results.	Reading Coach Language Arts Teachers Reading Teachers Administrators	10/18/2005	5/2/2006
Implement a mandatory Intensive Reading Plus (Read 180) and Intensive Reading (Read XL) elective class for all students scoring level 1 or 2 on the 2005 FCAT Reading.	Reading Coach Language Arts Teachers Reading Teachers Administrators	8/8/2005	5/24/2006
Provide core subject instructors with curriculum maps which are aligned to language arts and reading Sunshine State Standards/Benchmarks.	Reading Coach Language Arts Teachers Reading Teachers Administrators	8/15/2005	5/24/2006

Research-Based Programs

Lake Stevens Middle School applies the following research-based programs to motivate and achieve measurable improvement in reading comprehension skills:

1. Read XL
2. Timeless Voices, Timeless Themes in Language Arts
3. Read 180
4. Soar to Success
5. Continuous Improvement Model

Professional Development

The following professional development activities will be implemented throughout the 2005-2006 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, Assess2Learn, FCAT Simulation and Riverdeep.

Evaluation

The progress of the reading objective will be evaluated through data derived from our weekly FCAT practice and interim assessments . The results the weekly FCAT practice tests and interim assessments will be shared with content area and elective teachers. Teachers will analyze assessment data and use results to provide instruction in deficient areas. Various forms of ongoing assessment will be utilized to monitor progress between the FCAT practice tests and the interim tests. The Oral Reading Fluency Measure will be administered to all students who scored FCAT Achievement Level I and Level II on the 2005 administration. The data will be analyzed by teachers to identify reading level and specific areas of deficiencies in vocabulary and comprehension. A comparison of results on the 2006 FCAT reading scores with results of the 2005 FCAT reading data will also be used to evaluate the reading objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students in grades six through eight will improve their mathematics skills meeting the state-required mastery level as assessed by the 2006 administration of the Florida Comprehensive Assessment Test.

Needs Assessment

An analysis of the 2005 FCAT data shows that 53% of students in grades six through eight did not meet high standards in mathematics. Students in grade six and seven showed a decline of 12% in the Data Analysis and Number Sense clusters as compared to the 2004 administration. In addition, the weakest cluster for students in grade eight was Geometry where there was a 17% decline as compared to the 2004 administration. This indicates the need for differentiated instruction for all students. The instruction model 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. The weakest area in grade eight was Geometry. The instructional model 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 instructional 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 verbally.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantage students in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at a level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop curriculum map aligned to the Sunshine State Standards which will be used as a guide for teachers throughout the year.	Administrators Mathematics Chairperson Mathematics Teachers	8/8/2005	5/24/2006
Administer District's Interim Mathematics Assessments to monitor students' educational progress and instruction.	Administrators Mathematics Chairperson Mathematics Teachers	10/18/2005	5/24/2006
Implement goal setting activities with all students using 2005 FCAT data to drive instruction and improve higher achievement or mastery of tested benchmarks	Administrators Mathematics Chairperson Mathematics Teachers	9/6/2005	3/1/2006
Provide continuous professional development to all teachers on infusing mathematics across the curriculum.	Administrators Mathematics Chairperson All Teachers	8/8/2005	5/24/2006
Implement a mandatory mathematics elective for all students performing below FCAT Achievement Level 3 on the 2005 administration.	Administrators Mathematics Chairperson Mathematics Teachers Administrators	8/8/2005	5/24/2006
Provide small group tutoring after school and	Administrators	8/12/2005	5/4/2006

<p>Saturdays to students in the following sub-groups; African American, Students with Disabilities, economically disadvantaged and Limited English Proficiency students. After school tutoring will run from Mondays through Thursdays for one hour each day while the Saturday school runs seventeen selected Saturdays for four hours each day. The programs will be evaluated through the administration of state recommended pre and post tests.</p>	<p>Mathematics Chairperson Mathematics Teachers</p>	
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Research-Based Programs

Lake Stevens Middle School utilizes the following research-based programs to motivate students and achieve measurable improvement in mathematics application.

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
8. Continuous Improvement Model

Professional Development

Lake Stevens Middle School will provide ongoing professional development activities that are aligned with the mathematics objective. The following professional development activities will be implemented throughout the 2005-2006 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 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

The progress of the mathematics objective will be evaluated based on data derived from our weekly FCAT practice tests and interim mathematics tests. The results of the interim mathematics tests will be disaggregated and shared with content area and elective teachers. In addition, the results of the weekly FCAT practice test will also be disaggregated and distributed to mathematics teachers. Teachers will analyze assessment data and use results to provide instruction in areas of deficiency. Various forms of ongoing assessment will be utilized to monitor progress between the FCAT practice tests and the interim tests. A comparison of results on the 2006 FCAT mathematics scores with results of the 2005 FCAT Mathematics data will also be used to evaluate the Mathematics objective.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 3 STATEMENT:

All students in grade eight will improve their writing skills meeting the state-required mastery level as assessed by the 2006 administration of the Florida Comprehensive Assessment Test.

Needs Assessment

The data indicates that 81% students in grade eight scored a 3.5 or higher on the 2005 FCAT Writing Test. Although there was a 4% gain in students scoring 3.5 or higher in persuasive writing, the percentage of students scoring 3.5 or higher in expository writing remain the same as compared to the 2004 administration. All subgroups achieved mastery level in writing. However, analysis of the data also shows that students need opportunities to practice expository writing. They also need opportunities to practice the writing skills encompassed in 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 and science assignments. Although persuasive writing scores showed improvement, students need continued practice in models of persuasive writing, including techniques of effective persuasive essays.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will increase by 1% their writing skills on the 2006 administration of the FCAT Writing Test as compared to the 2005 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer and analyze the District's pre, mid, and post writing assessments then implement data-driven instruction based on results.	Language Arts Teachers Administrators	8/8/2005	5/24/2006
Provide continuous professional development to all teachers on infusing writing across the curriculum.	Language Arts Teachers Administrators	8/8/2005	5/24/2006
Utilize best practices and effective writing strategies such as learning logs, adjectives in detail, Role Audience Focus Topic(RAFT).	Language Arts Teachers Administrators	8/8/2005	5/24/2006
Implement teacher- directed lessons which include sentence expansion, one sentence summaries, self evaluations, peer editing, learning logs and journals.	Language Arts Teachers Administrators	8/8/2005	5/24/2006
Provide small group, after school and Saturday tutoring to all students with a focus on grammar. After school tutoring will run from Mondays through Thursdays for one hour each day while the Saturday school runs seventeen selected Saturdays for four hours each day. The programs will be evaluated through the administration of state recommended pre and post tests.	Language Arts Teachers Reading Teachers Administrators	8/8/2005	5/24/2006

Research-Based Programs

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

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

Professional Development

The following ongoing professional development training will be implemented throughout the 2005-2006 school year:

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

The progress of the writing objective will be evaluated through data derived from our FCAT practice tests and the District's pre, mid and post writing tests. The results of the District's pre, mid and post writing tests will be disaggregated and disseminated to all teachers.

In addition, the results of the FCAT practice tests will be disaggregated and distributed to all teachers. Teachers will analyze assessment data and use results to provide instruction in areas of deficiency. Various forms of ongoing assessment will be utilized to monitor progress between the FCAT practice tests and the quarterly tests. A comparison of results on the 2005 FCAT writing scores with results of the 2006 FCAT writing data will also be used to evaluate the writing objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 4 STATEMENT:

All students in grade eight will improve their science skills as assessed by the 2006 administration of the Florida Comprehensive Assessment Test.

Needs Assessment

An analysis of the science data reveals that students in grade eight demonstrate 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. Students in grade eight earned a five on the mean scale in the Scientific Thinking content area in the 2005 FCAT Administration as compared to five in the 2004 Administration.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase science skills as evidenced by an increase in the mean scale score to meet the District's mean scale score of 272 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer interim science assessments to monitor students' progress and instruction.	Science Teachers Science Department Chairperson Administrators	10/18/2005	5/4/2006
Identify and design the necessary components which make up an experimental design.	Science Teachers Science Department Chairperson Administrators	8/8/2005	5/24/2006
Provide staff with scope and sequence in science including course specific benchmarks.	Science Teachers Science Department Chairperson Administrators	8/8/2005	5/24/2006
Conduct weekly investigations, which focus on various aspects of the experimental design model.	Science Teachers Science Department Chairperson Administrators	8/8/2005	5/24/2006
Promote reading and writing in science by implementing CRISS strategies in daily lesson plans	Science Teachers Science Department Chairperson Administrators	8/8/2005	5/24/2006
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	8/8/2005	1/23/2006

Research-Based Programs

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

1. Science Voyages
2. Exploring Life by Glencoe
3. Earth Science by Glencoe
4. Physical Sciences by Glencoe.
5. Continuous Improvement Model

Professional Development

The following professional development activities will be implemented throughout the 2005-2006 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, Assess2Learn, FCAT Simulation and Riverdeep.

Evaluation

The progress of the science objective will be evaluated based on data derived from our weekly FCAT practice tests and interim science tests. The results of the interim science tests will be disaggregated and shared with content area and elective teachers. In addition, the results of the weekly FCAT practice test will also be disaggregated and distributed to science teachers. Teachers will analyze assessment data and use results to provide instruction in deficient areas. Various forms of ongoing assessment will be utilized to monitor progress between the FCAT practice tests and the interim tests. A comparison of results on the 2005 FCAT Science scores with results of the 2006 FCAT Science data will also be used to evaluate the science objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 5 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 indicates that 14% of our parents participated in at least one parent night or other parent-involved school-sponsored activities during the 2004-2005 academic year. Many parents from the Lake Stevens Middle School community 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 spare 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% increase in parental and community interaction as evidenced by a comparison of the attendance rosters for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Parent Resource Fair where parents may gather essential information to start the new school year.	Administrators Department Chairpersons	10/27/2005	9/27/2005
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	8/5/2005	12/9/2005
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 scientific process.	Administrators Reading Coach Reading Teachers Language Arts Teachers	8/8/2005	12/9/2005
Provide various forms of advertisement or notification of parent activities, such as U.S. mail, automated telephone calls (Telesoft Communication) , posting notifications in local businesses, churches and school marquee.	Administrators Department Chairpersons	8/8/2005	5/24/2006
Maintain a Parent Resource Center with appropriate informational material to assist students.	Administrators Department Chairpersons	8/8/2005	5/24/2006
Provide parents with notifications which includes monthly calendar of student and parent-related activities, in their native languages.	Administrators Department Chairpersons Teachers	8/8/2005	5/24/2006

Research-Based Programs

1. Modules for PASSport to Success
2. PTSA
3. Continuous Improvement Model

Professional Development

The following in-service activities will be implemented throughout the 2005-2006 school year:

1. Schedule Saturday in-services for parents on using Excel, Microsoft Word, Powerpoint and Email.
2. Invite parents to participate in Parents Involved in Education (P.I.E) nights.
3. 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 2005 sign-in rosters with the 2006 data will be used to evaluate this objective. In addition, the PTSA membership and activities for 2005-2006 will be compared to similar activities offered in the 2004-2005 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 6 STATEMENT:

Based on the number of SCAMS for the 2004-2005 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 demonstrate the need for reduction in the number of indoor (1032) and outdoor (543) suspensions as evidenced in the 2004-2005 school year. Proactive faculty and staff, 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 20% decrease in the number of indoor and outdoor suspensions during the 2005-2006 school years as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide and review with each student with a copy of the M-DCPS Student Code of Conduct.	Administrators Teachers Counselors Registrar	8/8/2005	5/24/2006
Provide and review Lake Stevens Middle School Discipline Plan that outlines school conduct expectations with each student.	Teachers Counselors Administrators	8/8/2005	5/24/2006
Address issues of teasing and bullying through counseling sessions during each homeroom.	Teachers Counselors Administrators	8/8/2005	5/24/2006
Conduct opening of school orientation meetings addressing student behavior standards and expectations.	Counselor Administrators	9/21/2005	9/23/2005
Implement five step discipline plan and maintain parent contact logs detailing classroom behavior concerns.	Teachers Counselors Administrators	8/8/2005	5/24/2006

Research-Based Programs

1. PTSA

Professional Development

The following professional development activities will be implemented throughout the 2005-2006 school year:

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 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 as a progress monitoring tool.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 7 STATEMENT:

Students will augment their usage of various forms of technology to increase student achievement.

Needs Assessment

The Star Survey indicates that 78% of schools use technology to support both the technical and instructional programs. The infusion of technology into the teaching and learning process enhances student achievement which is paramount to their success in today's world. 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 students will augment their usage of technology assisted learning in Read 180 and FCAT Explorer as evidenced by a 5% increase during the 2005-2006 school years as compared to the 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Research information related to content areas using the internet.	Administrators Teachers Media Specialist	8/8/2005	5/24/2006
Schedule lab time for all language arts and mathematics classes to expose students and teachers to the FCAT Explorer.	Administrators Mathematics Teachers Language Arts Teachers Technology Specialist	8/8/2005	5/24/2006
Offer the Plato Course Recovery class to all students who were provisionally promoted.	Administrators Teachers Micro System Technician	8/8/2005	5/24/2006
Use Riverdeep program to reinforce reading, mathematics and science skills.	Administrators Mathematics Teachers Language Arts Teachers Science Teachers	8/8/2005	5/24/2006
Provide students opportunities to use graphing calculators in mathematics and science classes.	Administrators Mathematics Teachers Science Teachers	8/8/2005	5/24/2006
Schedule FCAT Level I students in Read 180 (Intensive Reading Plus) classes to improve phonics, fluency and comprehension skills.	Reading Coach Reading Teachers Language Arts Teachers	8/8/2005	5/24/2006

Research-Based Programs

1. Riverdeep
2. Read 180
3. Plato Course Recovery Program

Professional Development

The following professional development activities will be implemented throughout the 2005-2006 school year:

1. Provide professional development on the use of graphing calculator to mathematics and science teachers.
2. Provide professional development for all language arts and mathematics teachers on FCAT Explorer Internet Explorer software usage.
3. Provide professional development for teachers using the Plato Course Recovery Program.
4. Provide professional development for reading teachers using the Read 180 Program.

Evaluation

A comparison of the 2005 FCAT Explorer usage report and the Read 180 growth report with the 2006 data will be used to evaluate this objective. The evaluation of this objective will also be measured through the results of formal and informal tests, classroom observation and student projects.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 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 FitnessGram program.

During the 2004-2005 school year, Lake Stevens Middle School had 341 students who participated in the FitnessGram test program. Fifty-one students received gold and sixty-four students received silver. In total, 23% of students were tested.

Measurable Objective

Given instruction based on the M-DCPS mandated FitnessGram standards, students in grades six through eight will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2005-2006 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a FitnessGram pre-test to determine baseline measures.	Physical Education Teachers Administrators	8/8/2005	5/24/2006
Use FitnessGram software to produce an individualized report for each student.	Physical Education Teachers Administrators	8/8/2005	5/24/2006
Develop physical education curriculum map that reflects FCAT benchmarks and areas assessed in the FitnessGram test.	Physical Education Teachers Administrators	8/8/2005	5/24/2006
Create class fitness plans.	Physical Education Teachers Administrators	8/8/2005	5/24/2006
Implement cardio-vascular exercise routine.	Physical Education Teachers Administrators	8/8/2005	5/24/2006
Implement stretching and muscle endurance routine	Physical Education Teachers Administrators	8/8/2005	5/24/2006

Research-Based Programs

1. FitnessGram Program.

Professional Development

The following professional development activities will be implemented throughout the 2005-2006 school year:

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

Evaluation

The results of the 2006 FitnessGram Assessment will be the primary tool used to evaluate this objective.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Students at Lake Stevens Middle School will benefit from participating in a foreign language course.

Needs Assessment

With over 50% of the students at Lake Stevens Middle School not meeting mastery in both mathematics and reading, enrollment for some elective classes has decreased. Students learning a second language will benefit tremendously in our predominantly bilingual society.

Measurable Objective

Given emphasis on the benefits of learning a second language, 70% of students will complete a foreign language course with a 'C' or higher.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recruit students through core classroom visitation and presentation by elective teachers.	Elective Teachers Counselors Administrators	01/02/05	04/07/05
Conduct elective fair.	Elective Teachers Counselors Administrators	1/9/2006	3/20/2006
Review subject selection forms for elective selection.	Elective Teachers Counselors Administrators Registrar Counselors	1/9/2006	3/20/2006
Compile student interest survey results.	Elective Teachers Counselors Administrators	1/9/2006	3/20/2006
Promote elective participation through advertisement	Elective Teachers Counselors Administrators	1/9/2006	3/20/2006

Research-Based Programs

1. En espanol! by McDougal Littell

Professional Development

The following professional development activities will be implemented throughout the 2005-2006 school year:

1. Provide professional development for spanish teacher.
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 'C' or higher in Spanish in the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Lake Stevens Middle School will rank at or above the 70th 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 2003, Lake Stevens Middle School ranked at the 58th 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 58th percentile in 2003 to the 60th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration Teachers	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Administration Teachers	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration Teachers	8/8/2005	5/24/2006
Review reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration Teachers	8/8/2005	5/24/2006

Research-Based Programs

Lake Stevens Middle School utilizes the following research-based programs to motivate students and achieve measurable improvement in mathematics application, reading and writing.

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 Pre-Algebra
7. Glencoe Algebra I
8. Glencoe Geometry
9. McDougal Littell Mathematics
10. McDougal Littell Algebra I
11. Riverdeep

Professional Development

The following professional development activities will be implemented throughout the 2005-2006 school year.

1. Provide teachers with professional development on implementing differentiated instruction in the classroom.
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

Evaluation

On the next State of Florida ROI index publication, Lake Stevens Middle School will show progress toward reaching the 63rd percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The ESSAC approved \$5000 from the ESSAC budget to be expended on media center upgrades through the Matching Funds Program. The remaining funds will be allocated to student achievement activities throughout the school year.

Training:

Not applicable

Instructional Materials:

The ESSAC approved the budget to purchase print and non-print materials for media center.

Technology:

The ESSAC approved the budget to allow for the purchase of software programs requested by Media Specialist. This includes 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 developing a school-wide discipline plan.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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