
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2801 - Lake Stevens Elementary School

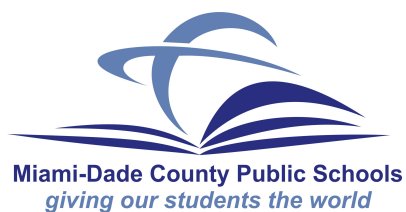
FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Apryle Kirnes

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Lake Stevens Elementary School

Lake Stevens Elementary is a school with a diverse population of 507 students located in a community with a variety of both social and educational needs. As the areas of strengths and weaknesses are examined, through the Continuous Improvement Model, specific goals and objectives are established. These assessments aid the administration and staff in focusing the resources of the school on the greatest areas of need and continue with programs and strategies which have contributed to the school's success. The school earned an "A" on the state grading scale during the 2005-2006 school year. Specific focus areas of greatest need for the 2006-2007 school year, include mathematics achievement in LEP (Limited English Proficient), Economically Disadvantaged and African American subgroups and Parental Involvement. A variety of strategies will be implemented to improve these areas, which fall short of acceptable progress in achieving Adequate Yearly Progress. Together faculty, staff, stakeholders, and the community will continue to focus on and educate the whole child.

Lake Stevens provides basic educational services based on the Competency Based Curriculum and the Sunshine State Standards to students in grades Pre-K - 5. Instruction is provided in traditional classroom settings utilizing research-based strategies and is enhanced through computer based activities in grades K-5. In addition to the regular classroom setting, Exceptional Student Education and English for Speakers of Other Language programs are provided. Teaching Enrichment Activities to Minority Students (TEAM) and Gifted Classes, as well as the Academic Excellence Program, promote critical thinking skills. School to home connections are fostered through various parent meetings and greatly utilize the Community Involvement Specialist. Some students are in need of extra help mastering basic skills in reading, writing and mathematics. These students receive intensive in school intervention which is provided through tutoring programs before and after school and through Saturday Academy.

The following objectives will be addressed throughout the 2006-2007 school year:

General Population: Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 65% scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

LEP Subgroup: Given instruction based on the Sunshine State Standards, LEP students in grades 3-5 will improve their reading skills as evidenced by 51% scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

General Population: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 58% of the students scoring at or above a Level 3 on the administration of the 2007 FCAT Mathematics Assessment.

LEP Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 56% of the students scoring at or above a Level 3 on the administration of the 2007 FCAT Mathematics Assessment.

African-American Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 56% of the students scoring at or above a Level 3 on the administration of the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in fourth grade will improve their writing skills as evidenced by 94% of the students scoring a 3.5 or above on the 2007 administration of the FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards students in fifth grade will improve their science skills as evidenced by 36% of the students scoring at or above Level 3 on the 2007 FCAT Science Assessment.

Utilizing school and district resources and personnel, parents of the students scoring in the lowest 25%, in reading in grades 3-5, will increase their involvement in school-related activities by 25% as measured by parent sign-in logs throughout the 2006-2007 school year.

Given the Code of Student Conduct and instruction in character education, students in Grades K-5 will improve their behavior as evidenced by the Code of Student Conduct and 10% fewer disciplinary referrals for disruptive behavior from 2005-2006 to 2006-2007.

Given the District's emphasis on technology, 75% of teachers and staff will utilize email as a means of school-site communication, as measured by emails received and sent by school staff, documented in the administrators' email mailbox.

Given attention to the District's achievement goal, Lake Stevens Elementary students in grades 4 and 5 will achieve an annual increase of 3% of silver or gold award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Given the need for the additional emphasis on fine arts, 25% of students in grades 3 – 5 will participate in art, music and/or foreign language extra-curricular activities as evidenced by parent contact logs, sign-in sheets, and contest entry forms.

Lake Stevens Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2005 to the 32nd percentile on the next publication of the Index.

As a result of analyzing and reviewing the survey results, two items were identified as areas of greatest need.

The first focus area is related to teachers and staff having the resources needed to do their job. This area received an average score rating of 3.8. The second focus area is the knowledge that the faculty and staff have regarding the financial status of the school. This area received a score of 3.5. Both of these areas will be addressed throughout the 2006-2007 school year. Staff will be asked to complete regular updates of their needs for materials/ resources and the

administration will strive to gather any available resource to assist staff in carrying out their job responsibilities. Also, faculty and staff will be apprised of the school's financial situation, at faculty meetings and at other small group meetings, to make all involved personnel aware of the status of the budget.

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 Elementary School

VISION

Lake Stevens Elementary School enriches the community through multicultural activities that seek to educate students, parents and the surrounding community. The school focuses on the needs of the whole child and provides a center for community activities.

MISSION

The mission of Lake Stevens Elementary is to equip our students with basic skills in: literacy, technology, and sound decision making. Students are expected to relate these skills to their personal lives and to the world of work, so that they can become productive citizens in a global community. Furthermore, it is our mission to actively involve parents and community members in school activities to ensure the success of our students.

CORE VALUES

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School Demographics

Lake Stevens Elementary School serves 507 students from the surrounding neighborhood. Our demographics include: standard curriculum students (76%), ESE (8%), ESOL (14%), Gifted (4%), and economically disadvantaged students (85%). The ethnic/racial makeup of the student population is 51% African American, 44% Hispanic, 2% Anglo and 3% other. The mobility rate of the school is (31%). Of the 43 faculty and administrators at Lake Stevens Elementary, 12% are white, 51% are African American, 35% are Hispanic and 2% are Asian/Pacific Islanders. The teaching staff is comprised of 8% males and 92% females, 38% have a Master's degree, and the average number of years teaching is 14 years. The school, established in 1971, is located on 12.63 acres in northwest Miami-Dade County at 5101 NW 183 Street. One portable houses the pre-kindergarten class. The school has been equipped to provide internet access school wide and computers are located in each classroom as well as the Media Center.

The socio-economic level of the community in the Lake Stevens area has changed from primarily middle class to somewhat economically disadvantaged, over the years. Various issues concerning challenges in learning have been identified in this community. First, many students lack exposure to literacy experiences and therefore, are reading below grade level. Secondly, roughly 25% of the population is limited English proficient, and this affects not only academic achievement, but also parent involvement. Several of the students are from economically disadvantaged homes, which, in many cases, means they come to school unprepared to learn. While this may present a variety of challenges, the staff at Lake Stevens is committed to providing educational excellence.

School Foundation

Leadership:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Lake Stevens Elementary School are satisfied (score = 4.5) with the Leadership Team. Instructional decisions are data driven and staff is encouraged to implement new and innovative ideas and programs. School leaders provide support and opportunities for growth. The school's mission and vision are communicated to the stakeholders via faculty meetings, Educational Excellence Advisory Council (EESAC) meetings, grade level meetings, Parent Teacher Association (PTA) meetings, the marquee, and parent newsletter. Overall, the staff indicates great satisfaction in the area of leadership, receiving the highest rating on the survey.

District Strategic Planning Alignment:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at Lake Stevens Elementary School are satisfied with the school's strategic plan (score = 4.3). The school's goals are outlined in the mission statement. The goals include: 1) basic literacy skills; 2) technology skills; and 3) critical thinking skills. To accomplish these goals, Lake Stevens will create and maintain a nurturing, supportive environment to enhance the students' educational experience.

Stakeholder Engagement:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty, staff, and stakeholders at Lake Stevens Elementary School are extremely satisfied (score: 4.3). The stakeholders include representatives from the community, student, and parent groups. Respondents indicated that they were well aware of who their most important customers were and that communication between school stakeholders was a definite strength. The weakest item in this section was that those at the school site did not elicit from stakeholders whether or not they were satisfied with the work being done at the school.

Faculty & Staff:

The focus on human resources was viewed as a strength by those responding to the survey (score = 4.2). Faculty and staff members feel that they work in a safe environment and that there is cooperation and team effort taking place.

As an example of the team approach to the overall function of the school, the administration at Lake Stevens Elementary School is committed to having new staff members feel welcomed and supported. The new teacher mentoring program includes annual contract teachers, as well as newly transferred staff members, and these teachers are mentored according to procedures outlined in the district's Performance Assessment and Comprehensive Evaluation System (PACES) manual. The mentoring team provides feedback in order to facilitate growth and the administration also provides assistance and comments to new teachers by observing them formally and informally. The leadership team meets regularly to analyze data and provide feedback on all areas of the instructional program.

Data/Information/Knowledge Management:

According to the data derived from the Organizational Improvement Snapshot Assessment in the area of Data/ Information Knowledge Management the faculty and staff at Lake Stevens

Elementary School are very satisfied (score: 4.5). Data is analyzed and disaggregated as it is available (FCAT scores, PMRN, DIBELS, etc.). Instructional teams review the results and provide professional development and best practices to provide for instruction that addresses the identified needs.

This process is repeated throughout the year and adjustments to academic programs are made, as needed.

Education Design:

According to the data derived from the Organizational Improvement Snapshot Assessment in the area of Education Design the faculty and staff at Lake Stevens Elementary School are satisfied (score: 4.1). The School Improvement Model utilized at Lake Stevens Elementary School is the Continuous Improvement Model (CIM) consisting of the "Plan, Do, Study, Act (PDSA) Cycle". This model is implemented in all areas of the curriculum. Continuous evaluation of the students' progress allows for adjustments and regular evaluations. The process identifies problems or ineffective curriculum strategies, which are then modified as needed.

Performance Results:

The faculty and staff at Lake Stevens Elementary School believe that the school has set high standards as indicated by an average score of 4.2 on the Organizational Improvement Snapshot Assessment. An indicator of this result is the high rating in two (2) areas:

- 1) My organization obeys laws and regulations.
- 2) My organization has high standards and ethics.

The area of knowing how well the organization is doing financially, was the area rated lowest on the survey, at a score: 3.5. This area will be a particular focus for the administration during the 2006-2007 school year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

All teaching positions at Lake Stevens Elementary are currently filled. In the event of an opening, the District recruiting office, as well as the instructional staffing department, provide names of qualified individuals who are available for hire. Selected representatives from the school staff participate in the interview process to assist the principal in selecting the best candidate. To retain staff, mentors are assigned to new teachers to offer support and guidance through the first year of teaching. Beginning teachers also attend an orientation session with the administration, to review school policies and procedures. These new teachers are encouraged to attend professional development throughout the year, to expand their knowledge and skills. An overall climate of collegiality is encouraged and the example is set by the school's administration.

• Highly Qualified, Certified Administrators:

The principal at Lake Stevens Elementary is Apryle L. Kirnes. Ms. Kirnes has been employed by the Miami-Dade County Public School System for 13 years. She was an elementary school teacher at Palm Springs North Elementary School where she began her leadership training in various capacities. She served as an assistant principal for 5 years at Palm Springs North Elementary and most recently at Bob Graham Education Center. Both Palm Springs North Elementary and Bob Graham Education Center were rated A schools during the time Ms. Kirnes served as Assistant Principal. Ms. Kirnes received her Bachelor's degree from Florida A&M University in Business Administration. She later received a Master's degree from Nova Southeastern University in Elementary Education and holds a certificate in Educational Leadership. She is currently working towards her doctorate at Nova Southeastern University.

Ms. Carretta is in her 10th year as an assistant principal in the Miami-Dade County Public School System and currently serving as Assistant Principal at Lake Stevens Elementary for the 5th year. As an Assistant Principal at Lake Stevens Middle, from 1999-2002, she assisted the principal in moving the school from a D to a C. Prior to becoming an administrator, Ms. Carretta was a teacher of exceptional education students for 7 years at both the senior high and elementary levels.

• Teacher Mentoring:

Lake Stevens Elementary assigns annual contract teachers with colleague teachers as part of the PACES Professional Development Team. For the past two years beginning teachers have been provided additional mentoring through the Education Funds Teacher Mentor Program. Currently, beginning teachers are paired with a veteran teacher, in the school to offer continuous support throughout the school year. New teachers also attend an orientation session with the principal and assistant principal to review, in depth, school procedures and policies.

• School Advisory Council:

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the S.I.P. relative to the following issues:

Budget: EESAC funding has been used to support the overall instructional program at Lake Stevens Elementary School. The \$10 per student usually nets approximately \$5,000 and has been used to fund the Saturday Academy in the past. The anticipated budget for the EESAC funds is generated through FTE for the school year and will be allocated for expenditure pending EESAC

approval.

Training: Based on the selection of School Improvement Plan objectives, necessary staff development workshops were identified and included in coordinating strategies in the 2006-2007 plan.

Instructional Materials: The EESAC will consider the purchase of instructional materials to enhance the overall program, and meet the goals of the 2006-2007 School Improvement Plan.

Technology: The EESAC recommends increased teacher training in technology to promote the consistent use of technology in the classroom. (i.e. Riverdeep, FCAT Explorer, Accelerated Reader, EduSoft, Read 180, WSPI).

Staffing: Members of the staff have been included in interview committees to hire personnel for open positions. Staff input is sought at every instance of an open position.

Student Support Services: The EESAC recommends more support services to improve student attendance. The monitoring service that notifies parents when a child is absent from school, is in use. It also notifies parents of important school activities/meetings. Moreover, the community involvement specialist also calls homes to communicate attendance concerns.

School Safety and Discipline: Members of the EESAC are actively involved in decision making which impacts the overall safety and discipline of students in the school. This fosters a safer and healthier learning environment.

Other Matters of Resource Allocation: The EESAC will continue to offer input with regards to the allocation of funds pertaining to school improvement, especially the use of EESAC funds to facilitate after school/ in-school tutoring, pending EESAC stakeholder approval.

Benchmarking: The EESAC Chair will continue to utilize benchmarking activities to enable the committee to assess progress points and implementation of objectives and strategies contained in the School Improvement Plan. The principal, reading coach, mathematics leader and other staff members report quarterly on the status of student achievement and the status of schoolwide initiatives designed to improve student achievement.

Communication with Parents: Ongoing communication with parents is a priority at Lake Stevens Elementary. The Title I Parent Meeting/ Open House took place Monday night, September 11, 2006. The first EESAC meeting for the 2006-2007 school year was held on Thursday, September 21, 2006 to review the School Improvement Plan and focus on the needs for the school this academic year. Subsequent EESAC meetings will be held quarterly.

• Extended Learning Opportunities

Students at Lake Stevens Elementary are provided with a variety of extended learning opportunities. Tutoring is provided during school as part of a pull-out program. Intensified tutoring before and after school will be made available for reading and mathematics. The Saturday Academy will also provide additional, intensive instruction for students in reading and mathematics. Limited English Proficient students are provided intensive reading and mathematics instruction in a before school tutorial.

The S.E.C.M.E. program provided mathematics and science experiences beyond what is available in the regular classroom. If additional funds become available, the Saturday Academy will be offered to provide tutoring in reading, mathematics, and writing.

Additionally, if the school's proposal is accepted, students in grades 3-5 will be afforded the opportunity to enhance critical

thinking skills by participation in the after school Academic Excellence Program (AEP). Through this program the school hopes to provide academic enrichment activities such as chess and hands-on science.

• **School Wide Improvement Model**

The Continuous Improvement Model is utilized to drive decisions regarding student achievement and instruction. The following steps are the 8 components of the CIM as they relate to Lake Stevens Elementary School:

1. TEST SCORE DISAGGREGATION

Evaluations both formative and summative are utilized to make educational decisions and design the instructional plan to meet the students' needs. The Leadership Team is instrumental in disaggregating data and reviewing data with the classroom teachers to form instructional groups.

2. TIME LINE DEVELOPMENT

The time line, developed by the District, includes the pacing guides and scope and sequence for the teachers to follow. Minor adjustments are made to meet all of the students' needs. The Leadership Team monitors the time line, ensuring that it is followed, and offers assistance to teachers, when needed.

3. INSTRUCTIONAL FOCUS

Daily instruction is centered around the instructional plan and focuses lessons on the scheduled objectives and skills. Teachers plan the classroom instruction according to the focus calendar.

4. ASSESSMENT

After the instructional focus has been taught, assessments are administered to identify mastery or non-mastery. The teacher adjusts the follow-up instruction based on assessment results and administers intervention, where necessary.

5. TUTORIALS

As interventions are deemed necessary, tutorials in both groups and individual settings are administered. Additional assessments are given to ensure mastery in the deficient areas.

6. ENRICHMENT

Students who demonstrate mastery after the instructional focus is taught, are provided with enrichment opportunities in class. Teachers allow students to engage in structured, planned enrichment activities upon completion of the designated skill or lesson. The Academic Enrichment Program (AEP) is an after school enrichment activity focusing on chess and science, offered two days per week. This program allows students who excel academically, to engage in additional learning experiences.

7. MAINTENANCE

To reinforce learning that occurs in the classroom, teachers give students the opportunity to maintain their gains by reteaching lessons and allowing students to practice their skills frequently.

8. MONITORING

The key to the success at Lake Stevens Elementary is the leadership role of the principal. The principal leads the team in staying on track and focused. The principal is continuously involved in the teaching and learning process, by attending grade level meetings and professional development sessions, staying current on the latest research in instructional trends and visiting classrooms frequently.

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

GOAL 1 STATEMENT:

Lake Stevens Elementary will continue to improve reading achievement across all subgroups.

Needs Assessment

According to data, the cluster Word Phrases on the FCAT is an area that needs strengthening in grades 3-5. Our main focus of instruction this year will be Word Phrases. At least 43% of 3rd graders, 50% of 4th graders and 43% of 5th graders need to be strengthened in the content cluster Word Phrases. (This includes LEP students.)

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

Measurable Objective

General Population: Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by 65% scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

LEP Subgroup: Given instruction based on the Sunshine State Standards, LEP students in grades 3-5 will improve their reading skills as evidenced by 51% scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development opportunities for staff, that supports the Comprehensive Reading Program.	Reading Coach; Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide enrichment activities to students reading at or above grade level. These students will be provided opportunities to further develop their skills through extension activities related to the Houghton Mifflin Reading Themes in their Anthologies.	Administrators; Reading Coach; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create a school-wide focus calendar and pacing guide which are aligned with the District's Scope and Sequence and will be used bi-weekly to identify and monitor students' progress on benchmark assessments and cumulative benchmarks.	Reading Coach; Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer bi-weekly assessments to measure progress.	Administrators; Reading Coach; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hold Quarterly Reading Celebrations by monitoring how many books each class has read, monitoring the number of books read by individual students, and celebrating the successful passing of Accelerated Reader Tests.	Administrators; Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Meet with grade levels on a weekly basis to discuss student data, review data which is critical for instruction and to align data to drive instruction.	Administrators; Reading Coach; Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement reading tutorial programs for students in grades 3-5, before and after school and measure progress.	Administrators; Reading Coach; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

Voyager
Read 180
Houghton Mifflin
Comprehensive Reading Research Plan
Quick Reads
Soar to Success
Early Success

Professional Development

CRISS
Reciprocal Teaching
QAR
Differentiated Groups
Guided Reading

Evaluation

Formative Evaluation:

- DIBELS
- Houghton Mifflin Theme-Based Tests
- District Assessments
- School-developed bi-weekly assessment

Summative Evaluation:

- 2007 FCAT Reading Assessment
- Sunshine State Standards
- Norm Referenced Test

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

GOAL 2 STATEMENT:

Lake Stevens Elementary will strive to improve mathematics achievement across all subgroups.

Needs Assessment

Scores on the 2006 FCAT-Mathematics indicate an increase in the percentage of students meeting high standards at level 3 or above, while the number of students not meeting high standards decreased. The percentage of students that met high standards was 57%. Analysis of FCAT data by strands indicates that Geometry is a strength while Number Sense, Measurement, Algebraic Thinking and Data Analysis are weaknesses. In addition, 67% percent of the population made learning gains on the 2006 FCAT-Mathematics, whereas 33% of the students did not make learning gains in mathematics. The data shows that 43% of the African American subgroup scored at or above grade level in mathematics, therefore 57% of this subgroup did not score at or above grade level. The results of the 2006 FCAT-Mathematics require a comprehensive mathematics plan that will equip 58% of Lake Stevens Elementary students to meet high standards in mathematics, increase student learning gains, and ensure that at least 56% of the African American and LEP subgroups will achieve a level 3 or above. A concerted school wide effort to improve student achievement includes, hands-on activities that encourage students to use higher-order thinking skills (i.e.: communication, connections, reasoning and problem solving), the use of manipulatives to bridge the gap between concrete and abstract concepts, data-driven instruction, research based textbooks and strategies, staff development, and parent involvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

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LEP Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 56% of the students scoring at or above a Level 3 on the administration of the 2007 FCAT Mathematics Assessment.

African-American Subgroup: Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 56% of the students scoring at or above a Level 3 on the administration of the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the co-teaching model between classroom teachers and Mathematics Leader.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement district designed mathematics pacing charts to provide consistency and purpose within the delivery of content.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Use Creating Independence through Student-owned Strategies (CRISS) to teach/review essential mathematics vocabulary words and mathematics concepts.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize district sanctioned software such as Riverdeep and FCAT Explorer to supplement the mathematics curriculum. (African American and LEP)	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Identify students in Levels 1 and 2 on the FCAT Mathematics to provide and monitor small group tutoring intervention. (African American and LEP)	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Encourage collaboration between the Mathematics Leader, CCHL teacher and classroom teachers to monitor African Americans and LEP student progress and intervene as necessary.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement cooperative learning groups ensuring that struggling African American and LEP students work with higher achieving students.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Administer the district designed quarterly formative assessments and schools' informal assessments to utilize data as a tool to analyze progress and guide instruction/intervention.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Departmentalization in grades 3-5 has been implemented allocating 1.5 hours daily of mathematics instruction.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Incorporate hands-on Wednesday, performance tasks, manipulatives (resource room) and technology to address Grade Level Expectations in the mathematics classroom.	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement ESOL Strategies such as oral drills, modeling, visual cues, peer tutoring, flash cards, etc.(LEP)	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide tutoring to students in mathematics levels 3, 4, and 5 to enrich and challenge the mathematics curriculum and evaluate progress via pre-post tests (Morning Tutoring, After-school Tutoring, Academic Excellence Program, and Saturday Academy).	Administrators; Mathematics Leader; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$10000.00

Research-Based Programs

Riverdeep

Scott Foresman

CRISS

Renaissance Learning

CIM

Professional Development

Areas of Focus:

- Number Sense
- Algebraic Thinking
- Data Analysis
- Problem Solving
- Riverdeep
- CRISS Strategies
- Action Research
- Managing the FCAT Explorer
- Meeting the Needs of Diverse Learners.

Evaluation

Formative Evaluation:

- Weekly in-class assessments
- Monthly and quarterly assessments (District, school developed)

Summative Evaluation:

- 2007 FCAT Mathematics Assessment
- Sunshine State Standards
- Norm Referenced Test

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

GOAL 3 STATEMENT:

Lake Stevens Elementary will strive to improve the overall writing performance of all students.

Needs Assessment

Results of the 2006 FCAT Writing Test indicate that 93% of our students met high standards. All subgroups met Adequate Yearly Progress in Writing.

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 using the Sunshine State Standards, students in fourth grade will improve their writing skills as evidenced by 94% of the students scoring a 3.5 or above on the 2007 administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide coaching and mentoring with implementation of the writing prompts, interpretation of the 6 point scoring rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators; Writing Coach; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize and analyze data from the District's Pre and Post Test narrative/ expository writing prompts to develop additional prompts and establish differentiated instruction groups.	Administrators; Writing Coach; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Conduct workshops to demonstrate for parents good techniques for teaching writing.	Administrators; Writing Coach; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Assign District sanctioned software such as RiverDeep to Economically Disadvantaged students to supplement the writing curriculum.	Administrators; Writing Coach; Teachers	8/14/2006	5/31/2207	District Strategic Plan	\$0.00
Utilize the Readers/ Writers Workshop from the Houghton Mifflin series.	Administrators; Writing Coach; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Administrators; Writing Coach; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schoolwide writing tips and strategies on CCTV.	Administrators; Writing Coach; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Comprehensive Research-based Reading Program

Houghton Mifflin Reading Program

Professional Development

All teachers will receive training in how to teach students to write effectively- which will include:

- Examination and discussion of scientifically-based research in Reading/ Language Arts
- Delivery and scaffolding of instruction in the five major reading/language arts components.
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures.
- Data analysis for planning instruction and effective use of time
- Methods for providing differentiated instruction in the classroom;
- Instruction in the classroom;
- Meeting the needs of all students specific to individual school sites, and
- Increasing instructional density.

Evaluation

Formative Evaluation:

- Writing pre-test
- Classroom writing assessments (weekly)

Summative Evaluation:

- 2007 FCAT Writing Plus Assessment
- Essay Portion
- Multiple Choice (Plus)

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.)

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

GOAL 4 STATEMENT:

Lake Stevens Elementary will strive to improve the science skills of 5th grade students in science.

Needs Assessment

According to the data provided by the FCAT-Science 2006 and an analysis of students' science skills, weaknesses lie in the strands of Earth and Space and Life and Environment. However, strengths are evident in the strands of Physical and Chemical, and Scientific Thinking. Targeted areas of weakness will be strengthened through data-driven instruction, Science Fair participation, and ongoing scientific method instruction.

Measurable Objective

Given instruction using the Sunshine State Standards students in fifth grade will improve their science skills as evidenced by 36% of the students scoring at or above Level 3 on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunity for staff members to attend professional development provided by district.	Administrators; District Staff	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize the scientific method as a continuous model for teaching students (Science Fair).	Administrators; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Familiarize parents with the scientific method by hosting a Science Fair Workshop for Parents in English and Spanish.	Administrators; Mathematics Leader; Teacher	9/14/2006	11/30/2006	District Strategic Plan	\$0.00
Implement district-designed science pacing chart in grades K-5.	Administrators; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement district-designed quarterly formative assessments and utilize data as a tool to analyze progress in grades 3-5.	Administrators; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reinforce grade-appropriate science content within the language arts curriculum through the use of non-fiction texts during shared or guided reading.	Administrators; Reading Coach; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Perform a Science/Mathematics Hands-on activity for grades K-2 once a month and one bi-weekly for grades 3-5.	Administrators; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create a Hands-On Science Lab for classes to use on a rotating basis.	Mathematics Leader; Teachers	9/18/2006	5/30/2007	District Strategic Plan	\$500.00

Research-Based Programs

Riverdeep
Textbook-Harcourt Science
CIM

Professional Development

Areas of Focus:

- Scientific Method
- FOSS kits
- Hands-On Science
- Action Research
- AEP Science

Evaluation

Formative Evaluation:

- Science pre-test
- In-class assessments

Summative Evaluation:

- 2007 FCAT Science Assessment
- Sunshine State Standards
- Norm Referenced Test

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

GOAL 5 STATEMENT:

Lake Stevens Elementary will continue to involve all parents in the academic success of the students.

Needs Assessment

During the 2005 – 2006 school year only 14% of the target group parents (parents of retained 3rd graders) participated in parent activities at Lake Stevens Elementary.

Measurable Objective

Utilizing school and district resources and personnel, parents of the students scoring in the lowest 25%, in reading in grades 3-5, will increase their involvement in school-related activities by 25% as measured by parent sign-in logs throughout the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor level of involvement of parents via logs and sign-in sheets.	Administrators; Community Involvement Specialist; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Maintain the school's website to include parent event information.	Administrators; Technology Specialist	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide and maintain a Parent Resource Center for parents to access instructional materials and community information.	Administrators; Community Involvement Specialist	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Encourage PTSA membership by offering incentives.	Administrators; PTA; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Invite parents to meetings and events via phone calls.	Administrators; CIS; 3rd Grade Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Host parent meetings regarding FCAT reading and mathematics.	Administrators; 3rd Grade Teachers	8/14/2006	3/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

PTA

CIM

Professional Development

Parent Workshops

CIS training from Title I

Evaluation

The evaluation component will include parent participation logs as well as teacher and CIS phone logs.

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.)

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

GOAL 6 STATEMENT:

Lake Stevens will strive to create and maintain a safe and secure learning environment for all students, faculty and staff.

Needs Assessment

According to school data, there were 117 disciplinary referrals from the 2005-2006 school year. Through specific strategies, Lake Stevens Elementary will attempt to reduce the instances of disruptive behavior school wide.

Measurable Objective

Given the Code of Student Conduct and instruction in character education, students in Grades K-5 will improve their behavior as evidenced by the Code of Student Conduct and 10% fewer disciplinary referrals for disruptive behavior from 2005-2006 to 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parenting skills workshops to help parents address discipline in school and at home.	Administrators; Community Involvement Specialist	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize district-education strategies in character education monthly.	Administrators; Teachers; Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hold in-class mediation sessions with counselor.	Administrators; Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an incentive program to promote the school wide discipline plan.	Administrators; Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Highlight character education traits weekly on morning CCTV.	Administrators; Counselor; ESE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Character Education Program
CIM

Professional Development

Peer Mediation training
The Bully-Free Classroom Program
Character Education training

Evaluation

The evaluation component will include logging the number of disciplinary referrals submitted from teachers of students in grades K-5, and comparing data from the 2005-2006 school year.

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

GOAL 7 STATEMENT:

Lake Stevens Elementary will strive to stay relevant and updated as it relates to technology and its utilization by students, faculty, and staff.

Needs Assessment

At the end of the 2005-2006 school year, the District has expressed the desire for all teachers to be trained to use the electronic gradebook and utilize paperless communication. During the 2005-2006 school year, in-house email communication was voluntarily utilized by only 5% of the staff.

Measurable Objective

Given the District's emphasis on technology, 75% of teachers and staff will utilize email as a means of school-site communication, as measured by emails received and sent by school staff, documented in the administrators' email mailbox.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain professional development logs.	Administrators; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement the district's electronic gradebook school wide.	Administrators; Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Update technology hardware at school site, as funds become available.	Administrators; Microsystems Technician	8/14/2006	5/31/2007	District Strategic Plan	\$5000.00
Engage staff in professional development for technology.	Administrators; District Staff; Microsystems Tech	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Encourage use of technology by all faculty and staff (portal, electronic gradebook, email).	Administrators; Leadership Team; Microsystems Tech	8/14/2006	5/31/20067	District Strategic Plan	\$0.00

Research-Based Programs

CIM

Professional Development

Electronic Gradebook Training

Email training

Teacher Portal Training

Evaluation

The evaluation component will include the teacher's email accounts (records of sent and received emails) as final data for evaluation.

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

GOAL 8 STATEMENT:

It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

Needs Assessment

To properly assess both fitness performance and programmatic success, the Physical Education department at Lake Stevens Elementary analyzed last year's data to determine student baseline measures. In 2005-2006, 36% of students in grades 4 and 5 passed the FITNESSGRAM test program.

Measurable Objective

Given attention to the District's achievement goal, Lake Stevens Elementary students in grades 4 and 5 will achieve an annual increase of 3% of silver or gold award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer Pre-test Fitnessgram.	Administrators; Physical Education Teacher	9/01/2006	2/01/2007	District Strategic Plan	\$0.00
Administer Post-test Fitnessgram.	Administrators; Physical Education Teacher	2/05/2007	3/29/2007	District Strategic Plan	\$0.00
Demonstrate/ practice each test area.	Administrators; Physical Education Teacher	9/01/2006	2/01/2007	District Strategic Plan	\$0.00
Monitor Physical Education Program.	Administration	9/01/2006	2/01/2007	District Strategic Plan	\$0.00
Provide professional development opportunities for Physical Education teachers.	Administrators; District	8/23/2006	5/18/2006	District Strategic Plan	\$0.00

Research-Based Programs

Fitnessgram Program

CIM

Professional Development

Inservice opportunities provided by Division of Life Skills

Evaluation

Lake Stevens Elementary will increase by 3% the award recipients as measured by the FITNESSGRAM as compared to the 2005-2006 data.

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 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"/>

GOAL 9 STATEMENT:

Lake Stevens Elementary School will strive to increase participation in extra-curricular activities in the areas of Music, Art and Foreign Language.

Needs Assessment

An informal interview of the special area teachers revealed that approximately 20% of students at Lake Stevens Elementary participated in contests and activities in the area of the arts.

Measurable Objective

Given the need for the additional emphasis on fine arts, 25% of students in grades 3 – 5 will participate in art, music and/or foreign language extra-curricular activities as evidenced by parent contact logs, sign-in sheets, and contest entry forms.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Hold Resource Fair during Open House.	Administrators; Principal; Assistant Principal; Art; Music; Foreign Language Teachers	9/11/2006	9/11/2007	District Strategic Plan	\$0.00
Increase student participation in Feria-Olé, a reading and writing foreign language contest.	Administrators; Foreign Language Teachers	3/06/2007	04/28/2007	District Strategic Plan	\$0.00
Involve students in the student project showcase to celebrate Hispanic Heritage Month.	Foreign Language Teachers; Media Specialist	9/14/2006	10/30/2006	District Strategic Plan	\$0.00
Integrate reading through humanities.	Administrators; Music; Art; Spanish Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase parent and schoolwide participation in extra-curricular presentations.	Administrators; Principal; Assistant Principal; Music; Art; Foreign Language Teachers; PTA; CIS	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase student participation in art contests.	Administrators; Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Foreign Language: Utilize Resources from the National K-12 Foreign Language Resource Center

Music: Utilize Resources from the Interdisciplinary Communities and Research Issues in Music Association

Art: Utilize "Art and Cognition Integrating The Visual Arts into the Curriculum" resource

Professional Development

Inservice opportunities in the teacher's area of expertise.

- Museum Based Learning
- Strings Workshop
- Issues and Strategies in Physical Education
- Teaching Spanish to Elementary Students
- Opera Funtime

Evaluation

The evaluation component will include the logs of entries of contests and participation in extra-curricular events as the final data of evaluation. These logs will be compared to the logs from the previous year to measure growth, and will reflect a five percent increase.

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.)

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<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

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

GOAL 10 STATEMENT:

Lake Stevens Elementary School strives to improve its rank on the ROI index of value and cost effectiveness.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in the 2005 publication, Lake Stevens Elementary School ranked at the 31st percentile on the State of Florida ROI index.

Measurable Objective

Lake Stevens Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2005 to the 32nd percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	District; Administrators; Community Leaders	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators; District Staff	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Reconfigure resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators; Dade Partners	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading Series
 Scott Foresman Mathematics Series
 CIM

Professional Development

District; Federal; State sponsored inservice opportunities
 CRISS
 Reciprocal Teaching
 Data Analysis

Evaluation

On the next State of Florida ROI index publication, Lake Stevens Elementary School will show progress toward reaching the 32nd 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:

EESAC funding is used to support the overall instructional program at Lake Stevens Elementary School. The \$10 per student is approximately \$5,500.00 and has been used to fund Saturday Academy. This year's anticipated EESAC budget is generated through FTE for the 2006-07 school year and will be allocated for expenditures to enhance the S.I.P. pending EESAC approval.

Training:

Based on the selection of School Improvement Plan objectives, necessary staff development workshops were identified and included in coordinating strategies for the 2006-2007 School Improvement Plan.

Instructional Materials:

The EESAC will consider the purchase of instructional materials to enhance the overall program and meet the goals of the 2006-07 School Improvement Plan.

Technology:

The EESAC recommends increased teacher training in technology to promote the consistent use of technology in the classroom. (i.e. Riverdeep, FCAT Explorer, Accelerated Reader)

Staffing:

Members of the staff have been included on interview committees to hire personnel for open positions. Staff input is sought at every instance of an open position.

Student Support Services:

The EESAC recommends more support services to improve student attendance, therefore an attendance monitoring service was purchased to notify parents when a child is absent from school. It also notifies parents of important school activities/meetings. Moreover, the community involvement specialist also calls homes to communicate attendance concerns.

Other Matters of Resource Allocation:

The EESAC will continue to offer input with regards to the allocation of funds pertaining to school improvement, especially the use of EESAC funds to facilitate strategies of the 2006-2007 School Improvement Plan pending stakeholder approval.

Benchmarking:

The EESAC chair will continue to utilize benchmarking activities to enable the committee to assess progress points and implementation of objectives and strategies of the 2006-2007 School Improvement Plan. The principal, reading leader, mathematics leader and other staff members report quarterly on the status of student achievement and the status of schoolwide initiatives designed to improve student achievement.

School Safety & Discipline:

Members of the EESAC are actively involved in decision making which impacts the overall safety and discipline of students in the school. This fosters a safer and more healthy learning environment.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,500.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$5,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$21,500.00

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