

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Lake Stevens Elementary School (2801)

Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Stephanie Goree

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The school serves 443 students, pre-kindergarten through fifth grade, including a Voluntary Pre-Kindergarten program (VPK) which services 17 students. The ethnic/racial makeup of the student population is 46 percent Black, 48 percent Hispanic, 3 percent White, and 3 percent other. Two hundred two of these students are males and two hundred thirty of these students are female. The average class size ranges from 20-25 students with a mobility rate of 39 percent. The Students With Disabilities (SWD) subgroup includes 48 students and an inclusion model in fifth grade. Our school houses a content based Gifted program, which consists of 22 students and will implement and Extended Foreign Language (EFL) program beginning in Kindergarten this school year servicing 18 students. The 56 English Language Learner (ELL) students are serviced by ESOL endorsed classroom teachers and one resource ESOL teacher. The Educational Excellence School Advisory Council (EESAC) at Lake Stevens Elementary School analyzed and reviewed needs assessment data, Florida Comprehensive Assessment Test (FCAT) results, Stanford Achievement Test (SAT-10) results, and the School Report Card as it relates to the objectives delineated in the School Improvement Plan (SIP) 2006-2007 in order to develop goals to improve student performance. Based on the information gathered the following objectives to improve student achievement were written:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade three through five will increase to fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by fifty-eight percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will improve their reading skills as evidenced by fifty-eight percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by fifty-eight percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test

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

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards students in grade four will improve their writing skills as evidenced by an increase of 5 percentage points in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in science grade five will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the sign-in logs for the 2006-2007 and the 2007-2008 school years.

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

Given an emphasis on the use of technology in education, all teachers will augment their usage of the electronic gradebook as evidenced by a decrease of missing grades in the Missing Grade Verification Report during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students in running the one mile test on the 2007-2008 administration of the FITNESSGRAM test.

Given emphasis on the benefits of participating in extra-curricular activities enrollement in enrichment programs will increase by 10 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

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.



# School Improvement Plan

## 2007-2008



The faculty and staff at Lake Stevens Elementary School are committed to providing an environment conducive to learning that maximizes the potential of each student to develop life-long learners. Based on historical data of the Fall, 2006 Organizational Performance Improvement Snapshot Survey tool, the following areas have been identified for improvement during the 2007-2008 school year: Human Resource Focus and Financial Status of the school. To address these concerns, administration will apprise staff of school's financial situation at faculty meetings to ensure personnel is aware of budget and strive to expand resources to facilitate teaching.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## 2801 - 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



# School Improvement Plan 2007-2008



## Excellence

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

## Integrity

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

## Equity

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

## Citizenship

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

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## **School Demographics**

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### Facility/Community

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. Lake Stevens Elementary receives Title I funding. The percentage of students qualifying for free or reduced lunch is 84.5 percent.

### Student Demographics

The school serves 443 students, pre-kindergarten through fifth grade, including a Voluntary Pre-Kindergarten program (VPK) which services 17 students. The ethnic/racial makeup of the student population is 46 percent Black, 48 percent Hispanic, 3 percent White, and 3 percent other. Two hundred two of these students are males and two hundred thirty of these students are female. The average class size ranges from 20-25 students with a mobility rate of 39 percent. The Students With Disabilities (SWD) subgroup includes 48 students and an inclusion model in fifth grade. Our school houses a content based Gifted program, which consists of 22 students and will implement an Extended Foreign Language (EFL) program beginning in Kindergarten this school year servicing 18 students. The 56 Limited English Proficient (LEP) students are serviced by ESOL endorsed classroom teachers and one resource ESOL teacher.

Unique Aspects: Strengthens

Lake Stevens Elementary services a diverse population which enhances student awareness to a wide variety of cultures. The inception of the Extended Foreign Language (EFL) program, an innovative bilingual program, will provide a challenging and rigorous curriculum with dual language arts blocks beginning in Kindergarten. This program will compliment the multi-cultural population and offer an opportunity for students to become bi-literate and bilingual. In addition, our school offers the Academic Excellence program including a Chess Club and Science Engineering, Communication, Mathematics, Education (S.E.C.M.E) after school three hours a week. The Chess team has competed in the Title I Chess tournaments and took third place for Region I and third place in the State Championship.

### Unique Aspects: Disadvantages

Over the years, the socio-economic composition of the community in the Lake Stevens area has changed from primarily middle class to economically disadvantage. The school has identified the following challenges with our community: lack of parental involvement, lack of exposures to literacy experiences, family structures, and students' lack of conflict resolution skills. Although the road to success is paved with difficulties, the faculty and staff are committed to providing educational excellence and broadening the acquisition of knowledge to include the development of character and emotional maturity.

### Teacher Demographics

The school leadership team is comprised of the principal, assistant principal, two reading coaches, a mathematics coach, the community involvement specialist, the counselor, grade level chairpersons, and the media specialist. The principal will encourage staff and faculty to play an active role in the direction and future of the school as it strives to increase student performance. The instructional staff consists of 55 females and 7 males. The staff membership is 57 percent Black, 11 percent White, and 29 percent Hispanic. The school employs a total of 53 full time staff members and 8 part time staff members. Thirty-eight percent of the instructional staff holds Masters Degrees and five percent of the instructional staff holds Specialist or Doctorial Degrees. The average number of teaching experience of the staff is thirteen years. Twenty-two percent of teachers are new to the school system.

### Class Size/Teacher-to Student Ratio

The class ratio average is approximately one teacher for every 18 students in grades Kindergarten through third and one teacher for every 22 students in grades four and five.

### Attendance Rate

Lake Stevens Elementary has identified attendance as a pivotal factor hindering student achievement and is committed to the district's initiative to increase student attendance. In analyzing and reviewing the Percent of Attendance Report, our finding supported our initial concern of declining attendance trend. It is believed that the cause of the student absenteeism could be the malfunctioning of the air conditioning system throughout the building causing an increase in student illness. Also, the lack of parental awareness and support made it imperative to construct a school wide initiative targeting attendance to ensure that children come to school daily. In a spirited attempt to achieve or surpass the districts percentage of 95.25, Lake Stevens Elementary experienced an increase of 2.21 percentage points from the second to third grading period. However, the percentage of attendance at the end of the year was 94.91 below the district average, but an increase over the 2005-2006 school year of .51 percentage points.

### Promotion/Graduation/Retention Rates

Eight percent of students in third grade were retained due to having scored a Level 1 on the 2007 FCAT Reading Assessment.



# School Improvement Plan 2007-2008



## Feeder Pattern

The students from Lake Stevens Elementary School are in the Carol City Feeder Pattern. Students Transition to Lake Stevens Middle School for a secondary education. Lake Stevens Middle has achieved a letter grade of "C" and Miami Carol City High School has received a letter grade of "F" for the 2007-2008 school year.

## Special Programs

Lake Stevens Elementary is dedicated to richly impacting the lives of all students with programs geared to prepare, bridge, and bind learners into world beyond the classroom walls. In an effort to recognize the unique needs of key student groups, the school provides two Academic Excellence Program components (Science and Chess), Curriculum Content in the Home Language (CCHL), Spanish for Spanish Speakers, Spanish as a Second Language, Special Education (SPED) and speech language services. The Extended Foreign Language (EFL) program will be implemented beginning in Kindergarten this school year. This program is an innovative bilingual program providing challenging and academically rigorous curriculum with dual language arts blocks in English and Spanish. Emphasis is placed in developing fluency and literacy in both languages. The Teaching Enrichment Activities to Minorities (TEAM) program is designed to give students who have the potential to achieve at higher levels, and educational environment conducive to the development of skills necessary for a successful academic experience. Additionally, our gifted content based model is designed to meet individual educational and social needs of students. Our goal is to implement strategies that motivate our students with their own power for learning so that they become life long learners. The curriculum provides the learner opportunities for acceleration, enrichment, higher level thinking skills, creative production, identifying real problems, seeking solutions, participation in simulations and independent study in areas of interest to the student. The media production club provides students an opportunity to be on the closed circuit television, which promotes good verbal and speech communication skills. We will continue to enrich the lives of students by providing a myriad of programs that enhance the curriculum.

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## ***School Foundation***

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### **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:**

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.

### **Education Design:**





# School Improvement Plan

## 2007-2008



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### **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.

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

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### **Professional Development:**

A needs assessment, based on data collection and teacher surveys will be used to guide specific and targeted professional development needs. At the beginning of the school year, the district curriculum support specialist will provide Reciprocal Teaching training to all Language Arts/Reading teachers. Reciprocal Teaching will enhance students' comprehension of text by integrating the processes of predicting, clarifying, visualizing, questioning, and summarizing during reading. The school's resource teachers in reading, mathematics and science will provide ongoing support in the use of best practices through coaching and modeling. Training will be provided in the following areas:

- Creating Independence through Student-owned Strategies (CRISS)
- Continuous Improvement Model (CIM)
- Differentiated Instruction
- Effective Use of FCAT Test Items Specifications

In addition, teachers will participate in a grade level collaborative process to evaluate student progress and adopt new strategies.

### **Disaggregated Data :**

After analyzing and disaggregating internal data, the curriculum team will focus on closing the gap for students that did not meet high standards and increase the number of students meeting high standards. Our goal is to provide intensive and deliberate professional development that will impact instruction in order to increase student achievement. Therefore, in preparation for the following school year, the curriculum team meets with each grade level to discuss/review results of Dynamic Indicators of Basic Literacy Skills (DIBELS), 2007 FCAT results, and Norm-Referenced Test (NRT) results. Based on the results of these assessments, instructional goals and a reflection of classroom practices may need to be adjusted or modified. A review of our current practices, indicate specific deficiencies in the areas of reading comprehension and fluency require reflection and improvement in the schools' instructional practices. By restructuring the various strategies, professional development would be a critical component to ensure effectiveness and to maximize the impact of student achievement.

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

The interpretation of informal and formal assessments will provide essential information to gear our instructional focus. Therefore, informal assessments such as, school-developed Monthly Benchmark Assessments will be utilized for progress monitoring. District Interim Assessments will be administered quarterly and interpreted to find opportunities for improvement for each student, class and grade level averages. In addition, school wide pre and post tests will determine student academic growth and analyze school trends. The use of specific assessments with a deliberate and intentional focus will provide information to better serve student academic needs.

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

The key to student achievement does not lie in an isolated program but in the merger of strong instructional tools and high quality instruction. Innovative teaching begins with the teacher thinking "out of the box" with challenging research projects that stems from real life applications targeting subgroups. A simple strategy with an enormous impact that reinforces daily lessons is to set time aside each day for students to gather and share what they have learned since a review is an important part of the learning process. By educators adjusting the presentation of content to meet needs of students' learning modalities, teachers will gain students' attention and stimulate their interest. Progress Monitoring will be accomplished by school-developed benchmark assessments and District Interim Assessments in an effort to assess student progress and to modify instruction as needed.



School Improvement Plan  
2007-2008



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

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

### Reading Goal

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

#### *Florida Education Priorities*

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

#### Reading Statement

All students in Kindergarten through fifth grade students will make annual learning gains and demonstrate mastery of grade level expectations according to the Sunshine State Standards.

#### Needs Assessment

Results of the 2007 School Performance Accountability Report on FCAT Reading indicate that 56 percent of students in grades three through five met high standards, 56 percent of students made learning gains, and 44 percent of students scoring at the lowest 25 percent made adequate progress. The disaggregated data revealed a significant decline of 8 percent of students meeting high standards, 7 percent of students making learning gains, and a 22 percent decrease of the lowest 25 percent over the 2006 results. The 2007 Average Percent FCAT Content Scores Report, indicate that third and fifth grade students performed below district and state averages in Words/Phrases, Main Idea/Purpose, and Comparisons. Fourth grade students performed below the district and state averages in the main idea and comparison strand. An analysis of the aforementioned data indicates there is a need to increase instruction in the content clusters Words/Phrases and Main Idea/Purpose. In order to attain our goal in reaching the fifty-eight percentile outlined in the No Child Left Behind Act, a concentrated instructional effort in these areas will result in an increase in student achievement. The Adequate Yearly Progress Report (AYP) indicates that fifty-three percent of our economically disadvantaged students, sixty-five percent of our Limited English Proficient (LEP) students, and fifty-two percent of Hispanic students did not meet high standards. Targeted intervention will be provided to subgroups in order to reach the high academic standards.

#### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade three through five will increase to fifty-eight percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by fifty-eight percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will improve their reading skills as evidenced by fifty-eight percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by fifty-eight percent scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement the Comprehensive Research-based Reading Plan and the District Scope and Sequence in Kindergarten through fifth grade with an intensive focus on the five essential components of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary.	Administration, Reading Coaches, Classroom Teachers	08/2007	6/2008	District-wide Literacy Plan	0
Implement Voyager Passport as the immediate intervention reading program focusing on low performing students' needs in Kindergarten through fifth grade.	Administration, Reading Coaches	8/2007	6/2008	Continuous Improvement Model	0
Utilize Accelerated Reader (AR) to encourage independent reading and improve comprehension. Student progress will be monitored utilizing Standardized Test for Assessment for Reading (STAR) to determine initial independent reading level in grades two through five	Administration, Media Specialist	8/2007	6/2008	District-wide Literacy Plan	0
Disaggregate and analyze data from the 2007 FCAT Reading test, school-developed assessments, and Interim assessments to identify deficiencies in student performance in order to guide instruction.	Administration, Reading and Mathematics Coaches, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Identify students in Level 1 and Level 2, students scoring in the lowest 25 percent, and subgroups as delineated by NCLB from the results of the FCAT 2007 Administration in order to provide small group tutoring interventions before, during, and after school. To measure the effectiveness of the tutoring programs, students will be evaluated by an increase of FCAT Developmental Scale Scores as compared to the previous year.	Administration, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Utilize SuccessMaker in Kindergarten through Fifth grade in order to support acquisition of targeted benchmarks.	Administration, Classroom Teachers, Reading Coach	9/2007	6/2008	Continuous Improvement Model	0
Institute a reading night for parents that will offer strategies to assist students at home.	Administration, Reading Coaches	9/2007	6/2008	Continuous Improvement Model	0
Establish monthly leadership team meetings to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide and facilitate the disaggregation of data, establish a timetable, develop instructional focus, formative assessments, tutorials enrichments, maintenance and monitoring to meet individual needs of the student.	Administration, Reading Coaches	9/2007	6/2008	Continuous Improvement Model	0

### Research-Based Programs

Research-based programs:  
 Voyager Passport  
 Houghton Mifflin Reading Series  
 Success Maker  
 Riverdeep and FCAT Explorer



# School Improvement Plan 2007-2008



## Professional Development

Professional Development:

- Creating CRISS
- Reciprocal Teaching
- Differentiated Instruction
- Best Practices in Teaching Reading
- FCAT Item Specifications/Sunshine State Standards
- Aligning Diagnostic and assessment data with curriculum
- Five Essential Components of Reading

## Evaluation

Formative Evaluation:

- Dynamic Indicators of Basic Literacy Skills (DIBELS)
- Houghton Mifflin Assessments
- District Interim Assessments
- School-developed bi-weekly assessment

Summative Evaluation:

- 2008 FCAT Reading Assessment

### Mathematics Goal

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

##### **Florida Education Priorities**

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

### Mathematics Statement

All students will perform on or above grade level in Mathematics based on their grade-level guidelines mandated by the Sunshine State Standards and Competency Based Curriculum.

### Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 59 percent of students in grades three through five met high standards and 64 percent of the lowest 25 percent made learning gains. The scores reflect a 2 percentage points increase in students that met high standards. However, 57 percent of students making learning gains indicated a decline of 10 percent over the 2006 results. The Adequate Yearly Progress Report indicates that all subgroups, with the exception of the African-American group, met or exceeded the AYP goal of 56 percent in mathematics. Fifty percent of the African-American group scoring at or above grade level in mathematics demonstrated an increase of 7 percentage points over the 2006 results. Seventy three percent of the limited English proficiency (LEP) students achieved mastery level, a 27 percentage points increase over 2007 results. Fifty six percent of the students with economically disadvantaged students met high standards, a 6 percent increase. Sixty four percent of the Hispanic students met high standards, a 10 percentage points increase. Based on the 2006-2007 Average Percent FCAT Content Scores Report, the mean score for all third graders in the algebraic thinking strand was 50 percent, which indicates a decline of 17 percentage points over the 2006 results. The mean score for all fourth graders in the data analysis strand was 43 percent, which indicates a decrease of 14 percentage points over the 2006 results. The mean score for all fifth graders in all strands were below 50 percent, which indicates a plan of intervention is necessary. 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 parental involvement.

### NCLB Subgroup Target



# School Improvement Plan 2007-2008



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



### Measurable Objective

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

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish monthly leadership team meetings to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide and facilitate the disaggregation of data, establish a timetable, develop instructional focus, formative assessments, tutorial enrichments, maintenance and monitoring to meet the individual needs of the student.	Administration, Mathematics Coach	8/2007	6/2008	Continuous Improvement Model	0
Utilize the co-teaching model between classroom, Mathematics Leader, Content Curriculum Home Language (CCHL) and Special Education Teachers (SPED) teachers.	Mathematics Coach	8/2007	6/2008	Other/ Not Applicable	0
Implement district designed mathematics pacing charts to provide consistency and purpose within the delivery of content.	Mathematics Coach	8/2007	6/2008	Continuous Improvement Model	0
Administer the district designed quarterly formative assessments with item analysis for each student to identify opportunities for improvement.	Administration, Mathematics Coach, Classroom Teachers	11/2007	5/2008	Continuous Improvement Model	0
Administer school assessments (Pre/Post Test) to utilize data as a tool to analyze trends and monitor growth.	Administration, Mathematics Coach, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Encourage collaboration between the Mathematics Leader and classroom teachers to monitor student progress in all subgroups and intervene as necessary.	Administration, Mathematics Coach	8/2007	6/2008	Continuous Improvement Model	0
Identify students in Level 1, Level 2 and the lowest quartile on the FCAT Mathematics to provide and monitor remedial instruction through small group tutoring intervention. (Morning, During, After-school Tutoring).	Administration, Mathematics Coach	8/2007	6/2008	Continuous Improvement Model	0
Implement cooperative learning groups ensuring that struggling students work with higher achieving students to reinforce mathematical skills and directly impact the African American subgroup, Limited English Proficient Students (LEP), and our Economically Disadvantaged population.	Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Incorporate hands-on, performance tasks, problem-based instruction, manipulatives and technology to address Grade Level Expectations in the mathematics classroom.	Mathematics Coach, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Teach students mathematics test-taking techniques, including identifying key words, solving two-step problems, completing gridded responses and explanations of processes used to solve problems.	Mathematics Coach, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Enhance learning/performance through differentiated approach based on the analysis of data collection from formative assessments to effectively monitor our African American, Limited English Proficient (LEP), and Economically Disadvantaged subgroups.	Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Institute a mathematics night for parents in which hands-on activities will be demonstrated to offer strategies for parents to assist students at home.	Administration, Mathematics Coach	8/2007	6/2008	Continuous Improvement Model	0
Use Creating Independence through Student-owned Strategies (CRISS) to teach/review essential mathematics vocabulary words and mathematics concepts.	Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Utilize district sanctioned software such as Riverdeep, FCAT Explorer and Success Maker to supplement the mathematics curriculum.	Mathematics Coach	8/2007	6/2008	Continuous Improvement Model	0



# School Improvement Plan 2007-2008



## Research-Based Programs

Scott Foresman Mathematics Program  
Voyager Mathematics Program (V-Math)  
Success Maker  
Renaissance Learning Program

## Professional Development

Data Analysis  
CRISS  
Edusoft  
Mathematics Manipulatives  
Mathematics Performance Items Specifications and Scoring  
Managing the FCAT Explorer/Riverdeep

## Evaluation

Formative Evaluation:  
District Interim Assessments (quarterly)  
Pre/Mid/Post and Monthly assessments (school developed)  
Scott Foresman Assessments (weekly)

Summative Evaluation:  
2008 FCAT Mathematics Assessment  
Norm Referenced Test

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

Students in Kindergarten through fifth grade will master the elements of the writing process for expository and narrative writing based on their grade level expectations mandated by the Sunshine State Standards.

### **Needs Assessment**

Results of the 2007 FCAT Writing+ Test indicate that 88 percent of fourth graders met high standards. The school declined by 5 percentage points from the 2006 FCAT Writing+ Test. Scores of the 2007 FCAT Narrative Writing Test indicate that 10 percent of all students in grade four have scored 3.0 or below. Scores of the 2007 Expository Test indicate that 14 percent of all students in grade four have scored 3.0 or below. The data revealed that improvement is needed in expository writing. According to the Florida Department of Education AYP report, all subgroups did meet adequately yearly progress (AYP).

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards students in grade four will improve their writing skills as evidenced by an increase of 5 percentage points in the number of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Reading Coaches, Classroom Teachers	8/2007	6/2008	District-wide Literacy Plan	0
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 using the EduSoft system.	Administration, Reading Coaches, Classroom Teachers	8/2007	6/2008	District-wide Literacy Plan	0
Administer the FCAT Writing pretest in grades 3 and 4 and analyze data using the EduSoft system to provide strategies to increase performance on the multiple choice assessment.	Administration, Reading Coach,	8/2007	6/2008	District-wide Literacy Plan	0
Provide teachers with professional development opportunities in effective writing practices.	Administration, Reading Coach	8/2007	6/2008	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin Reading Program

### Professional Development

Writing Process

FCAT Writing+ Strategies

Primary Writing Workshop

Holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom.

### Evaluation

Formative Evaluation:

District Writing pre and post-test

Houghton Mifflin Theme Skills Test Blackline Masters

Summative Evaluation:

2008 FCAT Writing + Assessment

### Science Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

All fifth grade students will perform on or above grade level in Science based on grade-level guidelines mandated by the Sunshine State Standards and the Competency Based Curriculum.

**Needs Assessment**

Results of the 2007 FCAT Science Test indicate that 13 percent of students in grade five met high standards. The scores reflect 21 percent below the district and 29 percent below the state percentages.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in science grade five will increase by 25 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish monthly leadership team meetings to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide and facilitate the disaggregation of data, establish a timetable, develop instructional focus, formative assessments, tutorial enrichments, maintenance and monitoring to meet the individual needs of the student.	Administration, Science Facilitator, Classroom Teacher	8/2007	6/2008	Continuous Improvement Model	0
Administer district-designed quarterly formative assessments and utilize data as a tool to analyze progress in grades three through five.	Administration, Science Facilitator, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Incorporate science hands-on experiments for grades K through five, together with FOSS kits, into science instruction aligned with Sunshine State Standards.	Science Facilitator, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Utilize the district-designed science scope and sequence pacing chart in grades K-five to assist activities and project based learning which includes: laboratory, cooperation, grouping and problem-solving strategies to further the development of science process skills.	Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Provide opportunities for students to keep science journals including but not limited to: scientific process skills lab reporting, vocabulary words, notes and other items relating to science.	Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Provide opportunity for staff members to attend professional development in science provided by district with an emphasis on teachers in grades three through five.	Administration, Science Facilitator, Classroom Teachers	8/2007	6/2008	Continuous Improvement Model	0
Conduct a school-wide Science Fair in which students' completed experiments demonstrated their knowledge of the scientific method. The fair will be judged, by staff from other M-DCPS locations.	Administration, Science Facilitator	8/2007	6/2008	Continuous Improvement Model	0
Familiarize parents with the scientific method by hosting a Science Fair Workshop for Parents in English and Spanish.	Administration, Science Facilitator	8/2007	6/2008	Continuous Improvement Model	0

### Research-Based Programs

Scott Foresman/Pearson Science Program  
Science Engineering Communication Mathematics Education (SECME)

### Professional Development

Scientific Process  
Science Scope and Sequence  
FOSS kits  
Hands-On Science  
Action Research  
Continuous Improvement Model (CIM)  
District staff development workshops specific to their assigned grade level.

### Evaluation



# School Improvement Plan 2007-2008



## Formative Evaluation:

Science pre/post test (school developed)  
District Interim Assessments (quarterly)  
Scott Foresman Assessments (weekly)

## Summative Evaluation:

2008 FCAT Science Assessment  
Norm Referenced Test

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### Parental Involvement Statement

There will be an increase in parental involvement activities at Lake Stevens Elementary.

### Needs Assessment

An analysis of sign-in sheets and teacher logs from the 2006-2007 school year indicate that fewer than 15 percent of parents participated in four or more school-related activities.



### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the sign-in logs for the 2006-2007 and the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and maintain a "Parent Resource Center" that would include access to instructional material, up-to-date information and flyers on parenting activities.	Administration, Community Involvement Specialist	8/2007	6/2008	Diversity & Educational Equity	0
Plan and host an Open House/Orientation for parents and families.	Administration	8/2007	9/2007	Exchange Meaningful Information	0
Plan and implement parent workshops designed to empower parents with strategies to help students at home in the areas of reading, mathematics, and science in conjunction with the Parent Academy.	Administration, Community Involvement Specialist	8/2007	6/2008	Continuous Improvement Model	0
Maintain ongoing communication in the students' native language between the school and home via school website, phone calls, flyers, monthly calendars, marquee, e-mail, progress reports, and parent/teacher conferences.	Administration, Community Involvement Specialist	8/2007	6/2008	Continuous Improvement Model	0
Recruit more parents to take an active role in the Parent Teacher Association (PTA) and increase participation in groups such as EESAC and school volunteers.	Administration, Community Involvement Specialist	8/2007	6/2008	Continuous Improvement Model	0
Coordinate volunteer orientation sessions to train parents and familiarize them with opportunities to help the school and students.	Administration, Community Involvement Specialist	8/2007	6/2008	Exchange Meaningful Information	0
Monitor sign-in sheets and teacher logs at all parent involvement activities, meetings, workshops, and volunteer opportunities.	Administration, Community Involvement Specialist	8/2007	6/2008	Exchange Meaningful Information	0

### Research-Based Programs

Parent Teacher Association (PTA)

### Professional Development

Parent Workshops  
CIS training from Title I  
Monthly EESAC Meetings

### Evaluation

Parental involvement will show a 5 percentage points increase over the 2006-2007 year as reflected in sign-in sheet at school-based events.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety Statement**

Lake Stevens Elementary will strive to promote and maintain safe learning environment.

### **Needs Assessment**

Results from the 2006-2007 School Climate Survey indicate that 9% of students surveyed disagreed with the item which stated "I feel safe and secure." This represents an increase of 2% when compared to results from the 2005-2006 School Climate Survey.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement a schoolwide Positive Behavioral Discipline Plan aligned with the Student Code of Conduct.	Administration, Classroom Teachers, Counselor	8/2007	6/2008	Other/ Not Applicable	0
Implement a schoolwide character education program to empower students with conflict resolution skills.	Administration, Classroom Teachers	8/2007	6/2008	Other/ Not Applicable	0
Invite Resource Officer from "Do The Right Thing Program" to have mediation sessions on bullies and gangs.	Administration, Counselor	8/2007	6/2008	Other/ Not Applicable	0
Provide counseling services focusing on non-violent approaches to solving problems and dealing with violence.	Counselor	8/2007	6/2008	Student Wellness	0
Implement a Peer Mediation Program.	Counselor	8/2007	6/2008	Student Wellness	0

### Research-Based Programs

Character Education Program

### Professional Development

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

### Evaluation

The objective will be evaluated by analyzing the School Climate Survey.

## Technology Goal

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

#### *Florida Education Priorities*

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

### **Technology Statement**

Provide teachers with professional development necessary to enable the use of instructional technology in the classroom.

### **Needs Assessment**

Results from the 2007 Electronic Gradebook Discrepancy Report indicated a significant margin of error in the recording of grades.

### Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their usage of the electronic gradebook as evidenced by a decrease of missing grades in the Missing Grade Verification Report during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training to staff on the use the Electronic Gradebook.	Gradebook Managers	8/2007	6/2008	Exchange Meaningful Information	0
Maintain and expand the school website to render an array of resources to parents and students to support academic achievement.	Microsystem Technician	8/2007	6/2008	Exchange Meaningful Information	0
Provide training to staff on the use of the districts electronic mail systems.	Administration, Microsystem Technician	8/2007	6/2008	Exchange Meaningful Information	0
Provide training to staff on the use of SuccessMaker.	Administration, Microsystem Technician	8/2007	6/2008	Exchange Meaningful Information	0
Provide training to parents on the use of student and parent portal.	Administration, Microsystem Technician, Teachers	8/2007	6/2008	Exchange Meaningful Information	0

### Research-Based Programs

Not applicable.

### Professional Development

Electronic Gradebook Training  
Email training  
Teacher Portal Training

### Evaluation

The objective will be evaluated by the decrease of missing grades in the Missing Grade Verification Report for each grading period.

## Health & Physical Fitness Goal

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

#### **Florida Education Priorities**

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

#### **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"/>

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

Plan a program of developmentally age-appropriate physical activities which will provide students the opportunity to attain their optimal level of fitness.

### **Needs Assessment**

According to the 2006-2007 FITNESSGRAM assessment data, 39% of students met the minimum health related standards.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students in running the one mile test on the 2007-2008 administration of the FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administration, Physical Education Teacher	8/2007	6/2008	Other/ Not Applicable	0
Promote good health and fitness throughout the school year.	Physical Education Teacher	8/2007	6/2008	Other/ Not Applicable	0
Develop an action plan to meet goals and objectives of the FITNESSGRAM.	Physical Education Teacher	8/2006	6/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to physical fitness related activities on a daily basis.	Physical Education Teacher	8/2006	6/2008	Other/ Not Applicable	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

Inservice opportunities provided by Division of Life Skills

### Evaluation

Administer the FITNESSGRAM health-related fitness test and compare results to pre-test to determine student achievement.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

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

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

Lake Stevens Elementary School will strive to increase participation in extra-curricular activities.

### ***Needs Assessment***

School records indicate that 10% of the student population at Lake Stevens Elementary participated in contests and in extra-curricular activities.



### Measurable Objective

Given emphasis on the benefits of participating in extra-curricular activities enrollement in enrichment programs will increase by 10 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase student participation in contests.	Administration, Art Instructor, Music Instructor	8/2007	6/2008	Academic Enrichment Opportunities	0
Host Resource Fair during Open House.	Administration, Resource Teachers	8/2007	9/2008	Other/ Not Applicable	0
Continue to offer afterschool Hands-on-Science and Chess through the Academic Excellence Program (AEP).	Administration, Art Instructor, Music Instructor	9/2007	6/2008	Academic Enrichment Opportunities	0
Implement a Math Club afterschool for advanced math students.	Administration, Math Facilitator	9/2007	6/2008	Academic Enrichment Opportunities	0
Increase the membership of the Future Educators of America (FEA).	Administrators, FEA Sponsor	9/2006	6/2008	Other/ Not Applicable	0

### Research-Based Programs

Science, Engineering, Communication, Mathematics, Education (S.E.C.M.E.)

### Professional Development

Teachers will participate in professional development activities through the district's Academic Excellence Program (AEP).

### Evaluation

The objective will be evaluated using attendance records to indicate student participation in all extra-curricular activities.

## Return On Investment Goal

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

#### **Florida Education Priorities**

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

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

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

### **Return On Investment Statement**

Lake Stevens Elementary will increase percentile in the ROI index of value and cost effectiveness of its programs.

### **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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/2006	5/2007	Exchange Meaningful Information	0
Consider shared use of facilities, partnering with community agencies.	District; Administrators; Community Leaders	8/2006	5/2007	Improve Public Perception	0
Collaborate with the district on resource allocation.	Administrators; District Staff	8/2006	5/2007	Exchange Meaningful Information	0
Reconfigure resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators; Dade Partners	8/2006	5/2007	Exchange Meaningful Information	0

### Research-Based Programs

National PTA Standards for Parental Involvement

### Professional Development

School Volunteer Database Training  
Volunteer Orientation

### Evaluation

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

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**EESAC Compliance**

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

**Budget:**

EESAC funding is used to support and implement a variety of motivated programs/incentives for students throughout the school year.

**Training:**

EESAC provides support and recommends that professional development opportunities, such as monthly in-services, district/state conferences and training take place in order to promote continuous growth of teachers and subsequently for their student achievement.

**Instructional Materials:**

EESAC provides support in the purchase of instructional materials needed for student intervention and remediation.

**Technology:**

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:**

EESAC supports and recommends the implementation of programs designed to support extra curricular activities and continue to implement the Student Support Team (SST) model in order to provide intervention strategies for students not meeting grade level standards.

**Other Matters of Resource Allocation:**

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 2007-2008 School Improvement Plan pending stakeholder approval.

**Benchmarking:**



# School Improvement Plan 2007-2008



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 2007-2008 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 school wide initiatives designed to improve student achievement.

## **School Safety & Discipline:**

EESAC members are actively involved in decision making which impacts the overall safety and discipline of students in the school. Additionally, a committee was formed in order to develop a school wide Safety and Discipline Plan aligned with the M-DCPS Student Code of Conduct in an effort to promote a safe learning environment and foster an environment conducive to learning.

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***Budget Summary***

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



# School Improvement Plan 2007-2008



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

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

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

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

*Required Signatures:*

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

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

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

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

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

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

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

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