

Miami-Dade County Public Schools

Lake Stevens Middle School



2015-16 School Improvement Plan

Lake Stevens Middle School

18484 NW 48TH PL, Miami Gardens, FL 33055

<http://lsms.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	95%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In order to respect and honor all of our students' cultures, Lake Stevens Middle School teachers integrate cultural experiences and curriculum content throughout the year, including but not limited to Hispanic Heritage, Black History, Women's History, Holocaust Awareness, Jewish Heritage, Haitian Heritage, Native American Heritage and Character Education and Building. To support the building of relationships between teachers, students and parents, the Lake Stevens PTSA and Community Involvement Specialist offer monthly parent workshops which help to solidify the home-school connection and secure a positive relationship between the teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Lake Stevens Middle the administrative team works closely with our faculty and security staff to ensure the safety of all students before, during and after school. All security staff and selected personnel have specific locations of the school's campus to supervise and there are provisions made for the coverage of those areas in the event of a staff member's absence. Security staff meetings are held every quarter in an effort to collaborate and revisit the school's security needs based on student discipline data reports and "hot spot" areas of the building. Additionally, during the changing of classes teachers greet their students at the door so every area of the hallways are monitored and security staff is supported. In an effort to promote a non-threatening learning environment, at our annual grade level orientations, students are introduced to the anonymous reporting box in the student services department. Student bullying, harassment or unfair treatment by another student or adult can be anonymously reported to our two counselors through this reporting box. Finally, our Positive Behavior Support (PBS) system which recognizes and rewards model student behavior helps to ensure that all students feel respected and safe by reinforcing school and classroom rules.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All students at Lake Stevens Middle are held accountable for their behavior based on the District's Code of Student Conduct for Secondary Education. The handbook is available online and all students and parents must sign an acknowledgement receipt as part of the opening of school procedures. In an effort to effectively communicate the details of the Code of Student Conduct, grade level orientations are conducted with students during the first two weeks of school. Additionally, social studies teachers incorporate the Code of Student Conduct into their character education curriculum. In order to proactively address distractions during instructional time, classroom management strategies are included in professional developments provided to all instructional staff. These sessions include but are not limited to strategies for general classroom management, SPED students and the establishment of a policy and procedure for student referrals to administration for serious offenses and immediate removal from class if necessary.

Lake Stevens Middle School also participates in a Positive Behavior Support (PBS) system which recognizes and rewards model student behavior in an effort to reinforce positive behaviors and minimize distractions and disciplinary incidents. A component of that system includes a PBS tracking form which teachers utilize to document student disruptions in class as well as parent contact for each incident. In order to ensure that our PBS system is enforced fairly and consistently, teachers participate in an annual workshop refresher on the use of PBS tracking forms and grade level leaders participate in monthly PBS committee meetings to discuss ways in which to improve the program and its implementation.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Mentoring programs such as the 5000 Role Models are utilized at Lake Stevens Middle to educate students on how to behave and be successful in the classroom and beyond. The counselors in our student services department establish a culture of an "open door policy" where all students feel invited to request counseling services from their assigned counselor at any time.

In order to ensure that the social-emotional needs of all students are being met, the student services team also helps to customize Behavior Intervention Plans as needed which include strategies that can empower students to correct negative behaviors, thus reducing the need for suspensions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system at Lake Stevens Middle School includes warning indicators for the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the FCAT (FSA) in English Language Arts or Mathematics
- Course failure in 2 or more of any course

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	46	71	64	181
One or more suspensions	47	59	41	147
Course failure in ELA or Math	32	42	54	128
Level 1 on statewide assessment	130	126	71	327
Course Failure in 2 or more of any course	44	49	18	111

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	16	99	113	228

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

For students exhibiting two or more early warning indicators, the student services department will meet one on one with students to provide counseling and identify remediation strategies as applicable. These strategies can include but are not limited to tutoring, course recovery options, attendance review meetings, mentoring services, and/or Behavior Intervention Plans.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188173>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The community surrounding Lake Stevens Middle School plays an active role in supporting the school. Through the community partners who are involved in our EESAC, the school is able to secure donations such as library books and incentives for students and teachers to be used as part of our Positive Behavior Support (PBS) system. Our Community Involvement Specialist is also involved in open lines of communication with many community partners who are often willing to support the school with necessary resources to promote student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Soffian, Mark	Principal
MILIAN, ELINOR	Assistant Principal
Neloms-barnes, Chawana	Teacher, K-12
Olive, Debbie	Teacher, K-12
Palmer-Morris, Dahlia	Teacher, K-12
Gooden , Sharon	Teacher, K-12
Zirke, Jennifer	Teacher, ESE
Martin, Elena	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team will focus meetings around performance assessment generated data results by students, teachers and grade-levels. Furthermore, the key questions and responses will be discussed and shared with all stakeholders that formulates around instruction and interventions. The central questions are: What the students need to know, what the students know and what the students don't know and what will we do when they don't know? This process ensures that the school's mission of continuous improvement stays on focus and aligns the strategic changes in instruction that are needed to help students become more successful.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation.

Department Chairpersons: Provide information about core instruction, participate in student data collection, deliver T1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities.

SPED Department Chairperson/Program Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, collaborates with general education teachers through such activities as co-teaching. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, career, emotional, behavioral, and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Data on Tier 1, 2, and 3 targets will be used to address academic and social/emotional areas; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing); and align the goals and objectives outlined in the SIP. Managed data include FAIR Assessments, Baseline and Interim Assessments, student grades and FCAT 2.0 summative data. Behavioral data include referrals, suspensions, detention and attendance.

Title I, Part A

Lake Stevens Middle School is considered a Title 1 school, with approximately ninety-two (92) percent of students on free or reduced lunch. Since the school has not met all of the Annual Measurable Objectives (AMOs), students will be afforded the opportunity to participate in before and/or after school tutoring when available.

1. The district established the New Educator Support Team (NEST) program. Lake Stevens Middle School will utilize the district's support program to provide assistance for teachers in their first and second year of teaching.
2. The school will participate in Project IMPACT, which is a collaborative effort between the county and school district's police department. The program focuses on safe communities by providing gang resistance and awareness to students in the targeted areas. Additionally, students will participate in the anti-bullying program, which will be facilitated by the TRUST counselor.
3. Jessie Trice Community Health Center in collaboration with the district has established a Health Connect clinic. Students will be able to receive health services from a registered nurse.
4. The school is also supported by the 21st Century Afterschool and Middle School Enrichment Programs, which provide additional support and assistance for students in the community. These additional programs will be added assets that will enhance both student achievement and student well-being.

Services are provided to ensure that students requiring additional remediation are assisted through afterschool programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children considered "at-risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Lakes Stevens Middle School utilizes District-supplied funds to support the Educational Alternative Outreach Program. Services are coordinated with District Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Lake Stevens Middle School utilizes services provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Funds provided through Title III are used to supplement and enhance the programs for English Language Learner (ELL) students through the implementation of :

- tutorial programs (6-8)
- parent outreach activities (6-8)
- behavioral/mental counseling services(6-8)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (6-8)
- reading and supplementary instructional materials(6-8)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

Title VI, Part B-N/A

Title X- Homeless

Lake Stevens Middle School utilizes the services of the Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, Lake Stevens Middle School provides the following services from Health Connect in Our Schools:

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department.
- HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Supplemental Academic Instruction (SAI)

Lake Stevens Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Lake Stevens Middle School offers non-violence and anti-drug programs that incorporate field trips, community service, drug testing, and counseling. All of these programs are coordinated by the TRUST Counselor. Peer Mediation and Youth Crime Watch programs are also provided through the Trust Counselor.

Nutrition Programs

- 1) Lake Stevens Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs-N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school. It also provides more opportunities for students to complete two and four year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training-N/A

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to the Title I Administration by the 5th of each month as documentation and compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Mark Soffian	Principal
Alexander Fernandez	Teacher
Sharon Gooden	Teacher
Melanie Norris	Teacher
Vania Washington	Teacher
Dannitra Douglas	Teacher
Nathaniel Barnes	Education Support Employee
Vanessa Valencia	Parent
Jessica Gonzalez	Parent
Jazmyn Lopez	Student
Vincent Bates	Business/Community
Sandy Thomas	Business/Community
Jonathan Olivardia	Business/Community
Manuel Rivera	Business/Community
Noralis Almonte	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the last SAC meeting of the 2014-2015 school year, the committee completed an end of year review of the SIP and based on faculty input, the committee discussed suggestions for strategies and initiatives which should be implemented in the upcoming SIP. The overall consensus was that the strategies of the 2014-2015 SIP should continue to be a part of the development of the 2015-2016 SIP. The entire evaluation process included an open forum discussion at a faculty meeting as well as small group discussions about the SIP in department meetings.

Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The SAC members reviewed the Tier 1, 2, and 3 targets to address academic and social/emotional needs. Goals and objectives were discussed and aligned with the academic need of all students in mind.

Preparation of the school's annual budget and plan

For the 2015-2016 school year, the projected use of school improvement funds (\$3092) is as follows: \$1,092 for instructional needs based on requests from the core instructional departments for the improvement of academic achievement

- Student incentives for high performance and achievement on the various district and school assessments.(\$600)
- Support our SIP events such as Partners In Education (PIE) night refreshments for Reading, Math, Writing and Science back to school parent events. (\$400)
- Provide for honor roll breakfast each nine weeks and incentives for student academic achievement (\$600)

- Provide refreshments and incentives for the FCAT mini camps, Saturday School and tutoring programs. (\$400)

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds received last year (\$3888) were allocated as follows:

\$889 for instructional needs based on requests from the core instructional departments for the improvement of academic achievement.

Student incentives for high performance and achievement on the various district and school assessments.(\$600)

Support our SIP events such as Partners In Education (PIE) night refreshments for Reading, Math, Writing and Science back to school parent events. (\$400)

Provide for honor roll breakfast each nine weeks and incentives for student academic achievement (\$600)

Provide refreshments and incentives for the FSA mini camps, Saturday School and tutoring programs. (\$600)

Provide incentives for our Positive Behavior Support program to support and award model student behavior. (\$400)

To support the Student Awards program to recognize student achievement at the end of the school year. (\$399)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Soffian, Mark	Principal
MILIAN, ELINOR	Assistant Principal
Neloms-barnes, Chawana	Teacher, K-12
Olive, Debbie	
Palmer-Morris, Dahlia	Teacher, K-12
Gooden , Sharon	Teacher, K-12
Zirke, Jennifer	Teacher, ESE
Martin, Elena	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- Investigate an area of concern in literacy
- Plan a course of action
- Implement a plan of action
- Provide professional developments for teachers
- Conduct daily reading activities in all courses
- Implement reading strategies from scientifically based reading research

- Provide reading material and resource to assist teachers
- Collect and analyze data to uncover trends and patterns for differentiated instruction
- Model lessons
- Develop a school based literacy plan
- Celebrate all successes big or small

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers at Lake Stevens Middle School have a scheduled 50 minutes of weekly collaborative planning time by department to be spent reviewing the implementation of curriculum in their particular content area. Teachers are also afforded an additional 50 minutes of weekly grade level collaboration to discuss grade specific strategies for incentives, curriculum delivery, and parent teacher conferences.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. The principal will implement and enforce stringent certification requirements for newly hired teachers.
2. The principal will implement meaningful induction programs for new teachers.
3. The principal will require new teachers to participate in the school's on-site professional development program.
4. The principal will provide opportunities for continuous professional development for teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At this time, Lake Stevens Middle School does not have a formal mentoring program in place because all of our teachers have more than 3 years of experience and none of our teachers are new to their department/grade level. If we were to receive a beginning teacher or have any teacher moved to a new grade level or department, the administrative team would assign a formal mentor to assist and support that teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

In order to ensure that all instructional programs and materials are aligned to Florida's Standards, teachers are continuously participating in Professional Development at the district or school level to unpack the standards and align questioning techniques and content delivery to the standards as needed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

To meet the diverse needs of all students, teachers and administrators conduct data chats to evaluate interim assessment data. Additionally, teachers collaborate in teams to develop lessons for differentiated instruction in order to meet the needs of all students in their grade groups.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

Afterschool Tutoring

Strategy Rationale

After school tutoring provides students with the opportunity to revisit and practice instruction in the core content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

MILIAN, ELINOR, 255425@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Tutoring sign in sheets and Interim Assessment Data

Strategy: Weekend Program

Minutes added to school year: 900

Saturday Academy

Strategy Rationale

Saturday Academy provides students with the opportunity to revisit and practice instruction in the core content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

MILIAN, ELINOR, 255425@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Saturday Academy sign-in sheets and Interim Assessment Data

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Lake Stevens Middle School, grade level orientations are used to familiarize new and returning students with grade level specific programs, procedures and expectations. Counselors within our student services department conduct classroom presentations for incoming 6th graders using the "Middle Moves" curriculum which helps to provide students with effective strategies for the transition to middle school. For our outgoing cohorts, counselors facilitate a magnet fair and articulation visits to high schools to help students determine which school would be the best fit for them.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. We will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving core instruction in all content areas. 1a

G070813

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - ED	
FSA English Language Arts - Achievement	20.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	77.0
FSA Mathematics - Achievement	47.0
Math Gains	79.0
Math Lowest 25% Gains	82.0
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal 2

- ELA; Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, homeroom literacy activities MATH: Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, fluency drills SCIENCE: Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, textbooks available in Spanish SOCIAL SCIENCE: Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, District Professional Development Opportunities (Civics Institute) TECHNOLOGY: iReady, Edgenuity, Edmodo

Targeted Barriers to Achieving the Goal 3

- Limited evidence of critical thinking skills and higher order thinking

Plan to Monitor Progress Toward G1. 8

Data disaggregation from the District Interim Assessments, Florida Standards Assessments, EOCs and FCAT 2.0 will be used to monitor the progress toward meeting this goal.

Person Responsible

Mark Soffian

Schedule

Monthly, from 11/16/2015 to 6/9/2016

Evidence of Completion

Assessment Results from District Interim Assessments, Florida Standards Assessments, EOCs and FCAT 2.0

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. We will increase student achievement by improving core instruction in all content areas. **1**

 G070813

G1.B2 Limited evidence of critical thinking skills and higher order thinking **2**

 B184542

G1.B2.S1 Project-Based Learning implemented in all core instructional areas, through the use of Edmodo, will allow students to demonstrate critical thinking and develop their higher order thinking skills.

4

 S196052

Strategy Rationale

Project-Based Learning provides students with opportunities to actively explore real-world problems and challenges while acquiring a deeper knowledge of core content curriculum. These extended learning activities also provide students with opportunities to integrate technology and collaborate with peers.

Action Step 1 **5**

Provide Professional Development across all content areas on the effective implementation of Project-Based Learning activities.

Person Responsible

ELINOR MILIAN

Schedule

On 10/14/2015

Evidence of Completion

Agenda and Sign In Sheet

Action Step 2 5

Project-Based Learning will be incorporated into the curriculum delivery for all core content areas.

Person Responsible

Mark Soffian

Schedule

Quarterly, from 10/15/2015 to 6/9/2016

Evidence of Completion

Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administrative team will attend department meetings and conduct classroom walkthroughs to monitor the implementation of Project-Based Learning activities in all core content classes.

Person Responsible

Mark Soffian

Schedule

Weekly, from 10/15/2015 to 6/9/2016

Evidence of Completion

Classroom Walkthrough Logs and Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The 2016 Florida Standards Assessment (FSA) and FCAT 2.0 (Science) data will determine the effectiveness of the strategy to increase critical thinking skills higher order thinking in all content areas.

Person Responsible

Mark Soffian

Schedule

Annually, from 10/15/2015 to 6/9/2016

Evidence of Completion

2016 FSA and FCAT 2.0 Assessment Results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Provide Professional Development across all content areas on the effective implementation of Project-Based Learning activities.	MILIAN, ELINOR	10/14/2015	Agenda and Sign In Sheet	10/14/2015 one-time
G1.B2.S1.A2	Project-Based Learning will be incorporated into the curriculum delivery for all core content areas.	Soffian, Mark	10/15/2015	Student Work Samples	6/9/2016 quarterly
G1.MA1	Data disaggregation from the District Interim Assessments, Florida Standards Assessments, EOCs and FCAT 2.0 will be used to monitor the progress toward meeting this goal.	Soffian, Mark	11/16/2015	Assessment Results from District Interim Assessments, Florida Standards Assessments, EOCs and FCAT 2.0	6/9/2016 monthly
G1.B2.S1.MA1	The 2016 Florida Standards Assessment (FSA) and FCAT 2.0 (Science) data will determine the effectiveness of the strategy to increase critical thinking skills higher order thinking in all content areas.	Soffian, Mark	10/15/2015	2016 FSA and FCAT 2.0 Assessment Results	6/9/2016 annually
G1.B2.S1.MA1	The administrative team will attend department meetings and conduct classroom walkthroughs to monitor the implementation of Project-Based Learning activities in all core content classes.	Soffian, Mark	10/15/2015	Classroom Walkthrough Logs and Notes	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction in all content areas.

G1.B2 Limited evidence of critical thinking skills and higher order thinking

G1.B2.S1 Project-Based Learning implemented in all core instructional areas, through the use of Edmodo, will allow students to demonstrate critical thinking and develop their higher order thinking skills.

PD Opportunity 1

Provide Professional Development across all content areas on the effective implementation of Project-Based Learning activities.

Facilitator

Professional Development Liaison, District Curriculum Support Specialists, Teacher Leaders

Participants

All Teachers

Schedule

On 10/14/2015

PD Opportunity 2

Project-Based Learning will be incorporated into the curriculum delivery for all core content areas.

Facilitator

Elinor Milian, Assistant Principal

Participants

All Teachers

Schedule

Quarterly, from 10/15/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Provide Professional Development across all content areas on the effective implementation of Project-Based Learning activities.	\$0.00
2	G1.B2.S1.A2	Project-Based Learning will be incorporated into the curriculum delivery for all core content areas.	\$0.00
Total:			\$0.00